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**MY CHANGING IDENTITY DURING PROCESSES OF PROFESSIONAL
DEVELOPMENT: AN AUTO-ETHNOGRAPHY**

LAURYS EDITH CASTRO DE LA HOZ

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MY CHANGING IDENTITY DURING PROCESSES OF PROFESSIONAL DEVELOPMENT:
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LAURYS EDITH CASTRO DE LA HOZ

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Colombia

Master's Thesis Committee
Nayibe Rosado Mendinueta, Ph.D., Chair

AFFIDAVIT

I, Laurys Edith Castro De La Hoz, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

LAURYS EDITH CASTRO DE LA HOZ

Acceptance Grade

Program Director

Jury

Jury

Barranquilla, Enero de 2019

I dedicate this thesis to my son for his understanding, patience, and love.

Laurys Edith Castro De La Hoz

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Abstract

This research aimed to analyze the impact of professional development on my identity as an ELT teacher. To frame this study, some concepts related to teacher professional development (TPD) and teacher identity (TI) were explored in the theoretical framework following what experts in the field have proposed. I set up an autoethnography. To collect data from myself during my development, I wrote self-narratives, collected others' recounts of my development and documents that reflected the context where I was developing. The other participants were colleagues and teachers who have evidenced how my identity has been constructed and shaped during process of professional development. The data collected was analyzed with the help of the qualitative analysis software (Atlas.ti 8.0). This software helped me analyse the data and organize it into significant chunks that were later categorized following some emerging dimensions related to teacher identity, critical incidents, success and challenges. The findings suggest that teacher development programs I have been involved in have impacted and shaped my identity, beliefs, convictions and knowledge. To my understanding, this investigation makes a meaningful contribution to teacher education programs, to school administrators, coordinators and in-service teachers, by documenting and sharing the process of identity transformation from an autoethnographic perspective as a result of an ongoing process of informal or formal professional development activities I have engaged in in my life as an EFL teacher in Colombia.

Key words: Teacher development, teacher identity, strategies, autoethnography, professional growth.

Chapter 1 Introduction

This research intends to tackle the issue of teacher professional development in Colombia and how this can shape teacher identity. Villegas-Reimers (2003) defines the term professional development as “a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession.” (p. 10). It means that teachers, who should constantly seek to update their knowledge, need to engage in any informal or formal strategy to grow in “who he/she is” (identity), knowledge, experience and methodology. However, professional development has sometimes been limited to only informal activities such as peer observations, collaborating with colleagues or/and being up-to-date with the latest law on education.

As mentioned above, professional development strategies have an impact in the teaching persona of a teacher, which is called teacher identity. For Giddens, as cited in Illeris (2014) “identity is who we are as the result of the interaction between reflection and the external influence” (p. 64). Teachers’ beliefs, teaching conceptions, values and knowledge are shaped through knowledge, experiences, the socio-economical and educational contexts and through the interaction with others. This means that feelings of frustration, success, and experiencing critical moments, among other aspects can leave a remarkable footprint in teachers’ identities and can be evidenced every time that expected and/or unexpected situations are faced by teachers in a given social and educational context.

In Colombia, although researchers have started their inquiry on teacher professional development and teacher identity, very little has been done following an autoethnographic approach, where teachers themselves tell their stories, reconstruct their experience and make sense of themselves as professional in the making. That is, expanding the knowledge base of teachers' professional development to incorporate knowledge about oneself as a vital aspect in this development. This is what I have attempted, narrating my experience as an English teacher retrospectively, asking other participants to also share their own construction of my development, and collecting first-hand artifacts that provided meaningful data. The analysis and findings have helped me to generate reflection about who I am as a teacher, what are the features of my identity, what has helped to be who I am. The aim is gaining a greater understanding of myself and eventually, showing the improvement of my teaching practice and the teaching and learning processes of my own students (Yoon, Duncan, Lee, Scarloss, & Shapley ,2007). Hopefully it also contributes to others' reflection about their own development.

This study is organized into six chapters. Firstly, I offer a general view of the research project in the introduction section. Secondly, I describe the rationale, the objectives, the research questions and the context where this study took place. Thirdly, I outline the most important theories about teacher development and teacher identity that underlie the study. Later, I present the research design where I included the type of study, the context and participants as well as the instruments and data collection. Then, chapter five describes the main findings that emerged from the data analysis, as well as a discussion against relevant theory. Finally, conclusions are drawn in terms of how my teacher professional development has shaped my teacher identity.

Chapter 2 Rationale

Teachers are agents of change to the extent that they are aware of the gains they can get from the ongoing process of learning and growing. Teachers who are open to learn, updated with teaching and learning approaches, aware of the latest socio-economic struggles, and education policies are teachers who renew “who they are” and their role in the society. Those teachers who are engaged in processes of professional development will assure a better education quality for the country. This is the teacher I think I am and would like to continue being.

Professional development matters in the teaching field. A teacher is meant to be always in the process of learning. Such learning usually includes ways to teach which in turn will impact students’ life and the teachers’ own life (Hirsh & Killion, 2009). Also, such learning should also include learning about yourself as a person and professional, about your identity. Harmer (2001) states that “Teachers who seek to develop themselves and their practice will benefit both their students and themselves far more than those who, by constant and unthinking repetition, gradually become less and less engaged with the task of language teaching” (P. 344). Teachers who also seek to know themselves, their identity, who makes them who they are, will benefit themselves and their students even more (McLesky & Waldron, 2004). This means that teachers should understand their process of transformation because such understanding of their identity and skills will support their own development. When teachers self-reflect and make important decisions in life about qualifying their knowledge and skills, many factors may change: their

identity, beliefs and even their teaching methodology (Desimone, 2009; Guskey, 2002). They renew with the potential to impact everybody else around them.

Researches that focused on EFL teacher professional development and teacher identity started to be developed in Colombia, when policies like Bilingual Colombia or the implementation of peace and citizenship education in the curriculum as well as pedagogical strategies started being implemented. Within this context, teacher development in different aspects has become a must. De Mejía, for example, has argued about the importance of teachers developing “cultural sensitivity” in the implementation of Bilingualism in schools. The author states that “teachers need to be helped to raise their awareness on such issues. Courses on teaching methodology need to be complemented by reflection on how different methodological options can be exploited to promote intercultural understanding. (2006, p. 164). Researchers are concerned that teachers develop awareness and knowledge about aspects of their knowledge base: content and pedagogical knowledge. There is not such a concern about teachers’ learning to know themselves.

Understanding teachers’ development is paramount to promote pertinent teacher education and English teaching. This study is about a teacher’s development. It is important because it considers a teacher’s professional growth during her life through self-reflection and analysis of her experiences during her education in the city of Barranquilla, Colombia. This study may help teacher educators and other teachers reflect on the importance of self knowledge and professional development and the role they play in shaping teacher’s identity; it could provide

valuable insights to the school administrators and to national government officers as to what development opportunities help teachers grow both personally and professionally as a way to guarantee the quality of education in schools.

I expect this research to be useful for fellow teachers, teacher educators, and program developers who want to make a change in education by offering teachers opportunities of personal and professional development with greater understanding of the benefits they bring teachers. Every experience on my professional growth has contributed opportunities and challenges for my development and impacted my identity as a teacher. The sociocultural context where I have developed has also shaped it.

2.1 Research design

Research questions and objectives

This research will be conducted following these guiding questions and objectives.

2.1.1. Research question.

How has my professional development shifted my identity as an English teacher?

My research question is followed by some secondary questions:

1. What are the characteristics of the professional development I have engaged in in my professional life?

2. What have been the main sociocultural and historical conditions during my process of professional development?
3. What signs or indications of my identity can I identify in different moments of my professional life?
4. What processes have triggered changes in my identity during my professional development?

2. 1. 2. General objective.

Analyze the impact of professional development on my identity as an English teacher

2.1.3 Specific objectives.

To answer the research questions, this study has these specific objectives:

- Identify the characteristics of the professional development I have engaged in in my professional life.
- Analyze main sociocultural and historical conditions during my process of professional development.
- Analyze signs or indications of my identity in different moments of my professional life.
- Analyze the processes that have triggered changes in my identity during my professional development.

Chapter 3 Theoretical framework

In this chapter, I will discuss some relevant concepts that frame this study such as Teacher Identity (TI) and Teacher Professional Development (TPD). Additionally, since the autoethnography approach constitutes reflection from teacher's life experiences and recounts, some theory related to Reflective Teaching (RT) will be discussed. This section will help to provide a connection between reflective practice, TPD and TI. Every concept defined below comes from scholarly documents and other researches specialized in the field.

3.1 Teacher Professional Development

In this section, I will discuss key information related to teacher professional development: some definitions, its strategies, gains, and activities. In addition, some information about how TPD is carried currently in Colombia will be taken into account.

3.1.1 Definitions of teacher professional development.

Professional development is a very broad term and as many terms is used inconsistently in the literature (Kalinowski, Gronostaj & Vock, 2019). As defined by Kalinowski et al, professional development designates any purposeful, to some extent face-to-face, formalized and organized learning and/or training opportunity for in-service teachers (2019, p.3). It is used to refer to either specialized training, or formal education in which people seek to enhance their professional

knowledge, skill or competence in any area, both in education or in practice. The term teacher professional development (TPD) works the same way. According to Richards and Farrell (2005), professional development refers to “general growth” (p. 4). The authors state that TPD aims to help teachers be more aware of themselves as teachers and of their way of teaching. TPD must go beyond institutional needs. It has to translate to individual reflection. Richards and Farrell agree that exploration of new methodologies and theories in the field of education, familiarization in the subject-matter knowledge, critical examination of how the school works and language programs are constructed can be considered ways of individual professional growth.

For Diaz-Maggioli (2003), professional development is a continuous education process in which teachers are self-committed to learn new strategies to improve their teaching and adjust it to the context and students’ learning needs. Furthermore, Diaz-Maggioli considers that TPD emphasizes directly on the way educators build and shape their professional identities being in contact with colleagues and students while reflecting on their praxis. This means that not only teacher professional development deals with taking a formal course, but it also carries process of critical reflection, awareness of new trends in the language field, curiosity about what it is going on in our context in order to make the corresponding adjustments to our teaching.

Likewise, Glatthorn, cited by Villegas-Reimers (2003), defines TPD to be “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.” (p. 9). In other words, every time teachers face new teaching experiences, reflect on them and include changes in the way of doing things in the classroom and

implementing new strategies to make learning more accessible to students, they are qualifying their skills, and knowledge.

The authors above cited agree that teacher professional development corresponds to growing skillfully in the area of education. Being clear about what TPD emphasizes is important, for the matter of this study, since it represents the core of it. To me, professional development should be a systematic and continuous process that include strategies and activities that help teachers to become more knowledgeable about the subject-matter, the context and themselves; to engage in constant reflection about their teaching practice, the students and the context and how all of these shape the teaching persona (beliefs, assumptions etc.) and impact teachers and students learning and development.

3.1.2 Professional development strategies.

Richards and Farrell (2005) suggest that strategies for teacher professional development are imperative for those teachers who are seeking to qualify their job. Professional development started gaining importance since experts, teachers in this case, needed to increase their abilities in the field so they can be promoted, obtained a deeper understanding of students and context, or become a reflective-aware-being to better the education conditions of students.

For professional development to be effective, it is necessary to contemplate some strategies ranging from formal (engaging in postgraduate education or workshops, etc.), or

informal experiences (reflecting on our own practice, peer observation, etc.). In Richards and Farrell's (2005) words some "strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects" (p. 4). There are activities that can be carried out at different levels such as the individual level, working with a colleague, group-based, and at an institutional directive level (Richards & Farrell, 2005). Regarding the different activities that can be put into action as a way of professional growth, table 1 illustrates what Richards and Farrell (2005) consider to be methods and procedures for teacher development, that can be carried out "in more than one mode" as long as they fulfill the needs required:

Table 1. *Activities for Teacher Development (Richards & Farrell, 2005, p. 14)*

Individual	One-to-one	Group-based	Institutional
<ul style="list-style-type: none"> • Self-monitoring • Journal writing • Critical incidents • Teaching portfolios • Action research 	<ul style="list-style-type: none"> • Peer coaching • Peer observation • Critical friendships • Action research • Critical incidents • Team teaching 	<ul style="list-style-type: none"> • Case studies • Action research • Journal writing • Teacher support groups • groups 	<ul style="list-style-type: none"> • Workshops • Action research • Teacher support groups

Strategies for TPD seek to fulfill every teacher's needs, skills and knowledge. In this line, Diaz-Maggioli (2003) proposes what he calls "a differentiated approach to professional development". In this approach, he includes a series of professional development strategies that have been implemented by some school districts worried about their teaching staffs growing professionally. Peer coaching, study groups, dialogue journals, professional development portfolios, mentoring, and participatory practitioner research are some of the strategies proposed by Diaz-Maggioli. The definitions of the strategies, mentioned above, are summed up in table 2:

Table 2. *Definitions of professional development strategies (Diaz-Maggioli, 2005, pp. 1-2)*

Professional development strategies	Definition
Peer coaching	It is based of the three-phase model of Planinng, Observation, and Feedback (Cogan, 1973). It is used when teachers need to improve new ways of learning strategies. It is basically two teachers observing, and giving feedback on any specific aspect of the teaching.
Study groups	It requires the collection of students' pieces of work, any document from the literature, or lesson plan that help them to discuss important insights related to teaching or students' learning needs.
Dialogue journals	The objective of dialogue journals is to give teachers, especially those who can not see each

	other very often, the opportunity to interact about experiences in the classroom in which they reflect about it and to put into practice their writing skills.
Professional development portfolios	They are defined as a collection of any kind of teaching items and reflections that serve to show insights of teacher's development or teacher's progress.
Mentoring	It pairs up one experience teacher with a novice teacher in order to provide feedback, support, motivation, and modeling in both the pedagogical and the language proficiency part.
Participatory practitioner research	It is a process in which a group of teachers or educators are engaged in "diagnosing a situation, reflecting on that diagnosis, and planning and carrying out an intervention" (p. 4) with the purpose of enhancing learning conditions.

Researches have been showing that there is a link between TPD and the quality of education. Effective professional development practices tend to benefit the school and the students' success, especially when teachers work collaboratively with the purpose of improving their practices as well as the learning and teaching conditions. In the individual

part of the teacher, TPD helps them growth and improve their knowledge, skills and competences and definitively shape the teachers' identity.

3.1.3 Areas of professional development.

As said in the previous section, professional development benefits the institution but most importantly it affects teachers' growth. Richards and Farrell (2005) identify a variety of areas for growth such as subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners and of curriculum and materials, and career advancement. Subject-matter knowledge may include "English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development, and the other areas that define the professional knowledge base of language teaching" (p. 10). Also, teachers may gain pedagogical expertise in teaching, as well as enhance their competencies to teach the language. Another area that may develop is the teacher's self-awareness of beliefs and of strengths and weaknesses.

Having an understanding of learners, curriculum and materials is another important area of TPD. This implies having a profound comprehension of students' preferences, learning styles, their behavioral and skill problems; the recognition of how curriculum works, its alternatives and, the creation, adaptation and evaluation of instructional materials. TDP can help in career advancement. By engaging in TPD, teachers can acquire abilities and know-how for personal growth and for promotion.

Most importantly and relevant to this study, professional development impacts directly the teacher's identity formation since it helps to shape it by the process of qualification teachers go

through: knowledge of teaching, improvement of language skills, consciousness of their praxis and beliefs, and of constraints teachers face along their professional lives.

3.1.4 Teacher professional development in Colombia.

Education plays an important role in the development of both human being and the country. That is the reason why Colombia needs to guarantee an educational service with quality in the way it can fulfill the needs of the community. The country must be in charged of promoting the betterment of education, starting from qualifying in-service teachers' knowledge and growth. The General Law of Education 115 – 1994, in its article Number 4 and 110 (p. 1 and 23 respectively) states that:

Article 4: (...) The state must attend permanently the factors that favor the quality and improvement of education; especially will ensure the qualification and development of educators, teacher promotion, educational resources and methods, innovation and educational research, educational and professional guidance, inspection and evaluation of the educational process.

Article 110: Professional improvement: The teaching process will be in charge of people who are recognized for their moral, ethical, pedagogical and professional suitability. The National Government will create the necessary conditions to facilitate the professional improvement of the educators, in order to offer a quality educational service. The responsibility for this improvement will be the educators themselves, the Nation, the entities territorial and educational institutions.

As it is seen, Colombia has been making efforts to set some policies for betterment and development of education, especially the bilingual one. However, not only the state is responsible for that but also teachers, who being professionals in education, have to seek to enroll themselves in programs of professional development.

In 2004, Colombia launched the program called “the National Bilingual Program” – “Bilingual Colombia”. The program aimed to be developed within the years 2004-2019 with the collaboration of international entities and agencies, publishing houses and local universities. The government established three strategies and some short, middle, and long-term goals. The three strategies deal with teacher professional development, material design, and monitoring and following-up of all the processes.

One of these areas point out to teacher development, which is the focus of this study. On the government official website colombiaaprende.edu.co they state:

Colombia Bilingüe has designed and implemented several training and professional development strategies for teachers in training (Higher Normal Schools) and teachers in service, in order to help them reach a level of B2 (Intermediate-high according to the Common European Framework of Reference for Languages) and to optimize their pedagogical practices in the classroom.

The teacher training actions implemented in the last four years have included the face-to-face and virtual mode and, since 2016, they have worked on the Suggested English

Curriculum and the Basic Rights of Learning English, as well as the use and appropriation of the texts and materials created by the Ministry. (Colombia Aprende website, section: las tres estrategias).

This strategy has been monitored every year, since 2005. Teachers with the best results have been chosen to participate in sessions of teacher professional development in Colombia and abroad. The following table (table 3), retrieved from their website, show some figures related to the number of teachers evaluated year after year, who also achieved the B2 expected level:

Table 3. *Percentage of English teachers evaluated with B2 level in Colombia*

Indicator	Goal 2015	Result 2015	Goal 2016	Result 2016	Goal 2017	Result 2017	Goal 2018
English Teachers of the official sector assessed with the level B2 or higher according to the levels of the Common European Framework of Reference (traducción propia)	5%	7%	9%	10,5%	15%	14,02%	22%

The information above means that there have been some improvements in English teachers' language level in the last three years, as a result of the efforts and opportunities the government has provided them for that purpose.

Cárdenas, González and Álvarez (2010), members of the Colombian association of English teachers (Asociación Colombiana de Profesores de Inglés), published an article in which they

presented some conceptual considerations of teacher professional development of in-service teachers in Colombia. The paper outlines important concepts, and considerations to bear in mind when speaking about professional growth of teachers. The author emphasizes that in-service English teachers look for professional development programs that point to fulfill their needs in the dimensions as workers, learners and instructors (González, cited in Cárdenas, González and Álvarez, 2010). The first dimension aims at the expectation teachers have in the transformation of their working conditions, and to share and learn with other colleagues. In the second dimension, in-service teachers expect the programs “go beyond technical knowledge and and support the development of knowledge in the specific knowledge areas of managing problems in the classroom, teaching values, the connection between academic life and personal fulfillment of themselves and their students” (p. 61). And the dimension related to the role of instructor points to the development of the teaching skills and professional knowledge.

However, some researchers state that the professional development options for Foreign Language (EFL) teachers in Colombia are restricted. González Moncada (2009) affirms that the only PD options available are ELT conferences, publisher sessions and graduate courses. The author lists some conditions for PD to be effective: “professional development programs are successful if they value teachers’ knowledge, are practical, promote language acquisition and practice, involve local experts and teachers in classroom research, and are designed collaboratively with the support of several institutions” (2009, p. 321). I would say that there is a call of attention to those private or public schools who only consider publisher conferences as the only way of generating professional development to their English teacher staff. Before evaluating what the most effective and valuable experience of professional growth for teachers, it is important to consider aspects of experience sharing and collaboration, current school situation

and students' need, having an expert on the topic. Also, teachers need to be in constant growth when schools prioritize in having teacher reflect on their practices (journals, or portfolios), observing and giving feedback to other colleagues, or/and having a mentor.

The information provided above show the new policy implemented in Colombia, triggered the government efforts to have teachers engage in professional growth. However, these efforts are not enough since sometimes they are limited to having teachers qualified formally. Currently, the program has suffered some changes, since the government has noticed that some other needs have spread out with aspects regarding the material, some modified standards and the qualifications of English teachers.

3.2 Teacher Identity

This section will present some definitions of teacher identity, process of identity formation, and dimensions of identity that helped to frame this study.

3.2.1 Definitions of teacher identity.

Identity is the essence of what we are, we believe, which is mainly socially constructed by interacting with others and negotiating meaning. For Elmore and Smith:

Identities can be focused on the past-what used to be true of one, the present-what is true of one now, or the future-the person one expects or wishes to become, the person one feels obligated to try to become, or the person one fears one may become. (Elmore and Smith, 2011, p. 69)

Identity is mostly defined by sociologists as part of social interaction which builds or shifts it. Similarly, Richards' (2006) says identity is constructed and shaped by acting in society. Castells (2003) defines it as "the process of construction of meaning on the basis of a cultural attribute, or a related set of cultural attributes, that is given priority over other sources of meaning" (p. 6). In service teachers act following their own essence of who they are, following their principles or acting according to past experiences. But this does not mean they always act the same way. Their identity, which is a fluid process, changes every time they are exposed to social interaction. These definitions imply, in other words, collaboration with others, interchanging experiences and reflecting towards educational problems.

Teachers have their own identity, which has been constructed and shaped along their professional and personal experiences. Chong, Low and Goh (2011) affirm that teacher identity is an ongoing process that demands interaction; that is a product, and a result of influences on the teacher after a process of teacher development. This means that every time teachers are in a process of professional development, their identity starts moving thus shifting their teaching persona.

3.2.2 Process of identity formation.

Identity is not only the way people think or talk about oneself or others, but it is also marked by day after day situations. Furthermore, identity is influenced by the negotiation of meaning in specific contexts.

Wenger, cited in Tsui (2007), proposed a framework of identity formation, in which he considers that “identity formation is a dual process of identification and negotiation of meaning” (p. 660). According to the author, identification is based on three main sources which are engagement, imagination and alignment.

By engagement, Wenger (1998) means that individuals need to get involved with themselves as well as with members of the society. “It is through relating ourselves to other people that we get a sense of who we are; it is through engaging in practice that we find out how we can participate in activities and the competence required” (Wenger, cited in Tsui, 2007, p. 660). In addition, imagination plays an important role in identification. Imagination goes further than engagement since actors create self-images that can “transcend” a broader context. It means that teachers project who they will be in a particular context. And the third source is alignment which is a process of bringing our actions and practices together, also in a broader context. “It is through alignment that the identity of a large group such as an institution becomes the identity of its participants” (p. 661). For example, teachers who belong to a specific school should have their own identity since everybody works towards the same objectives, vision, and institutional values.

The other process of identity formation is negotiation of meaning. Negotiation of meaning deals with how much people is able to construct and shape their identity through the interchange of meaning. “Meanings are produced in the process of participation and they compete for the definition of events, actions, and so” (p. 661). This is basically that teachers negotiate meaning in the process of interaction with another peer or group of people engaged in the same context. This dual process of identity formation proposed by Wenger (1998) confirms that humans construct their identity by identifying themselves and others as active members of a society; and by exchanging meaning with other members. Furthermore, meaning is also mediated by roles and positions.

3.2.3 Dimensions of teacher identity.

Day and Kington, cited in Chong, Low and Goh (2011), define a list of three dimensions that are also useful to comprehend the impact that professional learning and the context have on the teacher identity. These dimensions are explained as follow:

- Professional identity: The professional identity is what meets the standards that policy and social trends have when defining what and how a good teacher must be. It may be influenced by professional development, duties and roles at school.
- Situated located identity within a school or classroom: the dimension of situated and located identity is impacted by a specific context such as the school or classroom. It may be influenced by students, coordinators, or peers.

- Personal identity: This dimension works outside school. It is the one affected by family, friends and social roles.

These dimensions are shaped with the interaction and exposure teachers have with the contact of experts of the subject-matter; with the social experiences teachers face in their daily bases inside and outside the school; strengthening their teaching persona. I chose these dimensions to categorize the insights found in my retrospective recounts since I wanted to analyze the manner, these experiences impacted on me.

3.2.4 Forms and origins of identity building.

Since identity is permeated by interacting with others, some authors have listed different forms of identity construction according to social dominations. Castells (2003) proposes three ways for this construction: legitimizing identity, resistance identity, and project identity. The author calls legitimizing identity the one influenced by society and their dominant institutions, which means that “it generates a civil society” (p. 8). Resistance identity is constructed when social actors have different principles, values and ideas and show opposition to the dominant institutions of society. And project identity exists every time actors use the resource of cultural materials to build or shape a new identity that give them a different role in society.

It is important to be aware that identity is socially constructed since social actors need to interact and collaborate with others in a given context, so they can bring to the society different identities and resources to transform the society.

Oyserman, Elmore and Smith (2011) also agree about the importance that society has in identity building and they defined two types of identities: role identity and personal identity. Role identities refer to having a particular role with the presence of another person, for example a parent with children, a student with a teacher or vice versa. And personal identities “reflect traits or characteristics that may feel separate from one's social and role identities or linked to some or all of these identities” (p. 74).

From this, it can be concluded that society, groups and subgroups influence our identity. Individuals can develop different types of identity depending on the roles and position we have. EFL teachers' identity is influenced by roles in the classroom and the school, by meaningful experiences or by professional development.

3.3 Reflective teaching

This section will present some definitions of reflective teaching, its key features, dimensions and phases that offered a clear view of the significance of thinking critically and being aware of our actions that generates professional growth.

3.3.1 Definitions of reflective teaching.

Teachers are considered as being reflective in their processes of the classroom practice, school situations and teacher development. Dewey, as cited in Farrel (2012), defines reflective teaching “as intentional, systematic inquiry that is disciplined and that will ultimately lead to change and professional growth for teachers” (p. 13). It means that teachers, when thinking seriously about their teaching praxis, and documenting their reflections in order to develop research, get into a process of change and growth in what they know, think, and believe.

Playing leadership roles in curriculum development and school reform, examining their own values, ideas, beliefs and theories, formulating and reformulating the objectives of their work are characteristics of reflective practice (Zeichner & Liston, 1996). The authors also point out that reflection that must be central on professional development courses, is not only a responsibility of colleges, universities, or any other institution; rather it is the teacher’s own recognition that their identity can contribute to development and improvement of their teaching. The current situation forces teachers to be consumed by routine actions, workload, socio-economic situations. However, this study helps teachers to see how powerful is to be enrolled in reflective action since it will motivate them to make decisions on engaging on teacher professional development strategies as a way to generate systematic and conscious reflections everytime our knowledge is increased and updated. Dewey, in Farrell, explained that “when teachers combined these systematic reflections with their actual teaching experiences, then they

could become more aware, and this would lead to professional development and growth as a teacher” (p. 11).

Zeichner and Liston (1996) agree with Farrell on what reflective teaching embraces. Furthermore, Zeichner and Liston give a broader definition of reflection and reflective teaching:

Reflection signifies a recognition that the process of learning to teach continues throughout a teacher’s entire career, and a recognition that no matter how good a teacher education program is, at best, it can only prepare teachers to begin teaching.

When embracing the concept of reflective teaching, there is often a commitment by teachers to internalize the disposition and skills to study their teaching and become better at teaching over time, a commitment to take responsibility for their own professional development. (p. 6)

All these concepts highlight key elements that let us know the importance that both teacher professional development and teacher responsibility have and how they can impact on our teaching persona.

3.3.2 Key features of reflective teaching.

As mentioned before, one of the key features of a reflective teacher goes beyond external responsibility as in education programs. A reflective teacher must be responsible of their own

professional growth. Zeichner and Liston (1996) distinguish five key features of a reflective practitioner as follows:

- Examines, frames, and attempts to solve the dilemmas of classroom practice;
- Is aware of and questions of the assumptions and values he or she brings to teaching;
- Is attentive to the institutional and cultural contexts in which he or she teaches;
- Take part in curriculum development and is involved in school change efforts; and
- Take responsibility for his or her own professional development. (p. 6)

The last key feature evidences the advantages of doing this kind of study where it requires autoethnographers to do such as practice (reflection). Teachers are responsible of their own professional development including formal and informal strategies. Also, it is necessary to include reflective inquiry as part of our teaching because solutions or improvements for educational problems can be generated from a deeper understanding of ourselves and the context where we function as teachers.

3.3.3 Dimensions and phases of reflective teaching.

Teachers, who participate in a professional development process, also engage in different levels of reflection that constitute a cycle of action, observation, analysis, and planning at different

moments of teacher's education. Griffiths and Tann, as cited in Zeichner and Liston (1996), proposed a framework of dimensions of reflection which are rapid reflection, repair, review, research, and rethorizing and research. With the term "rapid reflection", the authors mean that educators act, and reflect immediately and automatically, for example, on students' actions and responses. Repair is similar to what Schön (1983) called *reflection-in-action* and requires "a quick pause for thought" (p. 45) in which teachers *read* student's actions and reactions. Another dimension of reflection is review that also includes a pause after the action is completed. In here, teachers think about different problems emerged in the classroom. Research, the fourth dimension, deals with the fact that "teachers' thinking and observation becomes more systematic and sharply focused around particular issues (...) the process of collecting information about one's teaching may involve a matter of weeks or months". This process can approach to future inquiry which is the next dimension. The final dimension is rethorizing and reformulating. Rethorizing and reformulating is defined as a long-term process of reflection since it takes time to critically examine their practical and academic theories. It is used to inform and decide the issues in the classroom. The following table sums up the dimension defined above:

Table 4. *Dimensions of reflection* (Griffiths and Tann, as cited in Zchner and Liston, 1996, p. 47)

1. Rapid reflection	Immediate and automatic Reflection-in-Action
2. Repair	Thoughtful Reflection-in-Action
3. Review	Less formal Reflection-on-Action at a particular point in time

4. Research	More systematic Reflection-on-Action over a period of time
5. Retheorizing and research	Long-term Reflection-on-Action informed by public academic theories

For the process of reflective teaching to be meaningful, it is necessary that teachers reflect within these dimensions at any time, and avoid superficial reflection, in order to both grow professionally and improve educational issues.

In the same way, Dewey, in Farrell (2012), proposed five phases of reflective thinking that come out of the feeling of “doubt or conflict” (p. 10) related to teaching. The author outlined that the phases does not follow a particular order but is fluid.

The phases are:

1. Suggestion: it refers to generating some ideas to be considered as a possible solution in a problem.
2. Intellectualization: it happens when teachers have experienced a difficult situation, which it is turned into a wise solution.
3. Guiding Idea: it is the collection of many ideas after another that are later a collection of hypotheses.
4. Reasoning: here present and past ideas are considered to be helpful for a reflective inquiry.
5. Hypothesis Testing: A “redefined” hypothesis turns to testing or action. (Dewey, as cited in Farrel, 2010)

The phases were organized to evidence teachers' experiences in reviewing and examining their records they have collected, and plan the action they want to use as a result.

3.4 State of the Art

Through decades a lot of researchers, in the education and sociological field, have focused their investigation on teacher professional development, teacher identity, and reflective practices since it is interesting the way these topics have impacted the self, the school and the students' success. Many countries, that are teaching English as a second language, have identified those events in the teacher experience that have, somehow, left important remarks on the teaching persona. In Colombia, some scholars have turned their focus on teacher development, teacher identity or reflective teaching, very little has been researched from an autoethnographic perspective.

The aim of this section is to present the major findings on the teacher professional development, teacher identity and autoethnographies going from local to international. The studies reported are: (1) An autoethnography research to describe the planning decisions used in the structuring of a pilot syllabus; (2) An autoethnography study on the development of a pre-school and elementary English curriculum; (3) Colombian English Teachers' Professional Development: The Case of Master Programs; (4) The role of reflection during the first teaching experience of foreign language pre-service teachers: an exploratory-case study; (5) Teachers' Attitudes towards Reflective Teaching: Evidences in a Professional Development Program (PDP)

(6) Teachers' Identity in English-Speaking Schools; and (7) Towards a multifaceted, multidimensional framework for understanding teacher identity. The main findings of all of them are reported along this section. The studies showed interesting findings concerning autoethnography as a qualitative-reflective approach, teacher identity and teacher professional development.

Stobart (2011) developed an autoethnography research to describe the planning decisions used in the structuring of a pilot syllabus in Barranquilla. 20 students from a level 8 undergraduate English participated in this study. The data collection instruments were class observations, journals, survey, document analysis, video observation, and self-observations of a block of six random classes. In addition, Students feelings towards interactive decisions and designing of the class and syllabus were included. The researcher followed Woods' (1996) model of teacher cognition, Beliefs, and Assumed Knowledge (BAK) in order to analyze the results obtained from data. The results showed that when making any decisions, regarding the syllabus, material or the planning itself, outside of the classroom; teachers are more aware and have more consideration at making pedagogical choices. Also, the author suggested that in every stage of the class, especially in the pre and after class, it is important to reflect on the decisions made by identifying areas that need to be improved in his teaching and planning. He recommended being conscious about our beliefs and assumptions so teachers can make the necessary changes in relevant parts of the teaching. Pennington, as cited in Stobart (2014) stated that "A teacher's awareness and knowledge of alternatives is colored by that teacher's experience and philosophy of teaching, which act as a psychological barrier, frame or selective filtering mechanism" (p. 3). This means that teachers need to be always reflecting and seeking for a change after every difficulty, either in their teaching or learning of the students.

Additionally, Calle (2014) conducted an autoethnography study on the development of a pre-school and elementary English curriculum in Cordoba, Colombia. With this study, the researcher wanted to establish the connection between curriculum developer's beliefs, assumptions and knowledge and curriculum design. When collecting the data, she created and used an autobiography template, where she recorded the most relevant critical moments of her personal and academic life. She also designed a reflexive ethnography template used to describe all the stages when designing the curriculum. These tools served to collect the growth perceptions, and ups and downs of the participants of the research. In the results, she concluded that, also following Borg's (2006) framework, all the designers (participants) agree that any strategy used for teaching should contribute to enhancing students' motivation. The author thinks that most designers have clear beliefs about language learning and they transfer it to the curriculum designed, in this case, one of the participants evidenced a preference of working with project work mixed the CLIL approach. Another final insight showed that the designer demonstrates knowledge about pedagogical practices and theories, and about the context of the school, which should influence the design of the curriculum.

In the same context –Colombia-, Viáfara and Largo (2018) carried out a case study research on teachers' development programs, especially to explore ELT master programs. The author used a mixed-method approach in the collection and analysis of both quantitative and qualitative data. The former one helped analyze the information to outline the salient events and perceptions' tendencies. And the latter one expanded on participants' perspectives concerning their master studies and their impact on their teaching practices. The target participants for this

research were chosen from five different programs at different universities: 4 public and 1 private in Colombia. The findings of this research suggest that for most participants their enrollment in master degree programs impacted positively their development as teachers. The most favored areas where teachers feel satisfied are the reflective practices in the educational policies that generate curricular adjustment; innovation of their teaching endeavours; the research ability; the collaboration and reputation gained to create school projects. However, the suggestions focused on integrating practicum experiences in curricula in the way it can favor the tutoring and feedback from expert academics in the university.

Since autoethnography offers researchers an opportunity to have reflective practices, Cote (2012) carried out an exploratory-case study on the role of reflection during the first teaching experience of foreign language pre-service teachers in a northwestern Colombian town. The author aimed at getting a better understanding of the reflection process of pre-service teachers by demonstrating the manner it can help enhance student teachers their practicum. This study was conducted in the classrooms of four educational institutions: two public high schools, one private primary school and one public university, it means that there were 4 participants in total. The data was gathered consistently with the qualitative approach: reflective journals, classroom observations and interviews that were later analyzed, coded and contrasted using the software MAXQDA Plus. Cote related the data obtained to Schön's reflection on action and reflections in action and Van Manen's three levels of reflection (Schön; Van Manen, as cited in Cote, 2012). The results showed that most participants tend to do reflection *on* action when examining their everyday situations in a classroom after class, in peace and in a different place. Results also showed that practices of reflection *in* action were undertaken when participants had to make

quick decisions on the flow of the class, with a movie, instructions, and students' mood.

Regarding Van Manen's levels of reflections, Cote concluded that the technical and practical levels were reached when the participants reflected on the effectiveness of the resources and materials used during the classes taught (technical level); and most of them were concerned with how their actions were supported by their views of language and language teaching (practical level). Referring to the last level of reflection – critical-, the author noticed that only two participants achieved this level, where reflections were concerned with social and ethical aspects of their role as foreign language teachers. As a way to conclude, Cote suggested to foreign language programs to be encouraged to adopt reflective practices in their curriculum and in the context of their classroom in order to better understand the nuances and foundations of assisting student teachers through a process of reflection and to make pre-service teachers be critical and responsible for their own professional and personal growth.

In the same vein, Jerez Rodríguez (2008) researched about teachers' attitude towards Reflective Teaching giving evidences in a professional development program. With this case-study research, Jerez Rodríguez engaged two in-service teachers from a public school in Bogotá while they were participating in a professional development program to initiate a reflective thinking process that could allow them to question their beliefs and actions (Teacher identity) as a way to improve their practice. This study attempted to analyze teachers' attitude towards reflective teaching manifested in a professional development program; the factors that influence teachers' attitudes towards reflective teaching in professional development programs; and the type of changes resulting of reflectiong and action from the teachers' perspective. To collect the information, the data collection instruments and procedures used were interviews, observation,

videotaping, questionnaires and a diary. Findings suggest that when teachers engage in any professional development programs, it is expected from them to assume a more open attitude towards their classes. However, the participants of this study held different attitudes that inhibit their participation in a more holistic way. In the first part of the research, teachers seemed to reject reflecting systematically since they felt stressed at the fact that someone wanted to question their beliefs and theories. According to Jerez Rodríguez “They were not ready to do so explicitly since it implied monitoring their classes and reporting the outcomes. Teachers were not willing to do so since this represented commitment and teachers did not have enough motivation, given the different factors which apparently affected their teaching practice” (p. 109). Additionally, the study revealed some factors that seemed to influence teachers’ attitudes toward reflective teaching in the professional development program. This was evidenced when they accepted that their participation in the program served to raise awareness and question the need to reflect through thinking and observing their acting and making changes on action or in action.

Regarding teacher identity, Gérin-Lajoie, Gebhard and Hopson developed an investigation in Quebec, Canada, that help them identify paths, at the personal and professional levels, of teachers working in English language schools and to get a better understanding on how these identity paths influence the way that teachers make sense of their role as agents of linguistic and cultural reproduction. In the methodology, researchers used a mixed method approach that helped them to collect the data, such as survey, life histories, and group semi-structured interviews. The participants were chosen from two Anglophone teachers’ associations, who represented the English-speaking minority. After analyzing the results, the authors came up with important findings. These findings are summed up in this quotation where they affirm that

“Teachers define their professional identity as mainly knowledge transmitters, not as also agents of linguistic and cultural reproduction in the context of their work in Québec” (p. 2). This is because due to all the policies English teachers feel ignored and that they are not recognized not only as educators but as cultural agents.

In Asia, Trent (2014) developed a research in which he aimed to understand the identity construction experiences of teachers in the city of Hong Kong. The researcher carried out a qualitative study, following the case study approach with 8 native-speaking English teachers working in local schools. In order to collect meaningful information as data, the author placed semi-structure interviews to know how they position themselves or by others and how their identity is permeated by this situation. To frame the study, the concepts of teacher identity were taken into account. For Olsen, cited by Trent, “A teacher identity focus ensures that the active diversity and complex power of teachers’ lived experiences and varied perspectives is acknowledged and made available for study and productive use by researchers and teachers educators.” (p. 44). While Miller, cited also in Trent, added “teacher’s identity work draws upon the individual’s personal biography, as well as their unique skills, knowledge, and attitudes” (p.46). Taking into account these concepts, Trent found out that in order to understand teacher identity is necessary to be aware of the context, and cultural materials available to use.

This section has analyzed some previous studies that use autoethnography as a method or that research teacher identity or teacher development. Investigations show how the meaningful results obtained from autoethnography since it reflects on the teaching practice; how teacher

identity is constructed and shaped in the long-run of teacher life for example, in experiences, cooperative work and formal education.

Chapter 4 Methodology

Along this section, I will consider the methodology choices regarding the research approach used in this study, which in turn is coherent with the nature of the study, objectives and questions shown above. In addition, I will present the research approach of educational research, the data collection instruments and techniques to analyze them, and interpret them.

4.1. Research approach

Paradigm and research approach are terms often used in research. Approaches to academic research are assumptions materialized, whereas the paradigm stands for the theories to do investigation in the classroom. Egbert and Sanden (2014) define paradigm as the “researcher’s specific stance on how knowledge can be revealed” (p. 32). Therefore, a paradigm may be used to support the theories chosen to explain reality in a specific context.

To frame the methodology of this study, I will use an interpretivist paradigm and a qualitative research approach. The interpretivist paradigm seeks to understand subjectively a reality in depth, my reality as an English teacher in this case. On the other hand, to put the investigation into action I will be working with a qualitative approach which is characterized by understanding and interpreting social interactions subjectively. Creswell (2012) explains that “Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore” (p. 16). Qualitative studies do not take into account the variables,

but the study of the whole. The qualitative results come from data collection tools such as journals and document analysis, for example.

Being coherent with the purpose and nature of this qualitative research, I find auto-ethnography to be the most suitable qualitative research method to help me develop this study. The term auto-ethnography was firstly used around the 70's in the areas of social sciences. According to Adams, Holman Jones and Ellis (2015) report that Heider (1975) and Hayano (1979) were the first anthropologists who used auto-ethnographies as a method of research:

In 1975, Karl Heider used the term “auto-ethnography” to describe a study in which cultural members give accounts about their culture “and In 1979, Hayano used “auto-ethnography” to describe anthropologists who “conduct and write ethnographies of their ‘own people’ ” and who choose a “field location” tied to one of their identities or group memberships (p 16).

Likewise, some other authors confirm that Hayano spearheaded the use of auto-ethnography. Hayler (2011) explained that Hayano claimed that there was a need by anthropologist to study their own people and sub-cultures (p. 19). This brought specific techniques to explain personal experiences such as narrative, retrospectively recounts, stories that were later applied in the education field. In Ellis' words (2008) “Autoethnographic studies now take place in many social science and humanities disciplines interested in ethnographic research; they are most prevalent in communication and performance studies, sociology, anthropology, education, social work, and nursing, among others” (p. 19).

Auto-ethnography has become one of the research methods that constitute both analyzing specific experiences and telling those stories in a written way as a way to understand culture and educational issues. Hayler, (2001) states that:

Autoethnography has increasingly become the term of choice for a range of methods of research, analysis and writing that employ personal experience as a way of investigating and understanding the sub-cultures and the wider cultures of the societies we live and work within (p. 19).

Some other researchers say that qualitative research emphasizes on human intentions, feelings, life experiences, which is autoethnography main purpose. It means that this qualitative method describes specific life experiences and relationships within a specific group. (Adams, Holman Jones, & Ellis, 2015. p 21). Wrapping up, autoethnography is been now used for many researchers that want to investigate particular educational issues from particular experiences in order to show either the influence or the impact of certain cultural behaviors in a particular group.

Furthermore, some researchers stated two types of autoethnographies: evocative and analytic. The “evocative autoethnography” was firstly used by researchers who favor the traditional practices of ethnographies. The term was criticized because it promotes more traditional practices without taking into account the research-self and his realism (Hayler, 2011). On the contrary, the “analytic autoethnography” refers to the study where the researcher is self-identified in the study as an active member and has the responsibility of explaining a social issue. Anderson as cited by Hayler, (2011) explains that the main objective of analytic autoethnography is to “develop a research approach in which the researcher is deeply self-identified as a member

while maintaining the qualitative principles of traditional symbolic interactionism” (p. 20).

Likewise, Ellis and Bochner, (2006) demand that “analytic autoethnography” should be applied when “when the researcher is (1) a full member of the research group or setting, (2) visible as such a member in published texts, and (3) committed to developing theoretical understandings of broader social phenomena” (p. 438).

For the purpose of this study, analytic autoethnography is more appropriate since it integrates the researcher’s introspection on past experiences, and the analysis of such stories helped to understand their implications into a context under the umbrella of qualitative research. In conclusion, analytic autoethnography is the vehicle I am taking to develop this study on my changing identity during my process of professional development.

4.2. Data Collection Instruments

In this qualitative study, the data collection instruments chosen agreed with this educational research approach. So, I made use of narratives of my professional life experiences and of document analysis of selected evidences to gather data to answer the research questions.

4. 2. 1. Narratives.

An autoethnography study, due to its qualitative nature, invites the researcher to collect valid data from different instruments such as personal narratives, biographical methods, and personal experience methods among others. I used narratives as my way of presenting my professional life experiences to understand cultural and identity aspects of my teaching

experience. Ellis, (2008) defines personal narratives as “*stories* in which social scientists take on dual academic and personal identities and focus on some aspects of their personal experiences in daily life” (p. 5). Furthermore, the author mentions that understanding the self or a specific life experience in a cultural setting as well as the way of acting and living from researching particular aspects of life is the main objective of personal narratives.

Likewise, Connelly and Clandinin (1990) as cited by Hayler (2011) support the idea of narrative in autoethnographic research by stating that narrative plays a central role because

Narrative for us is the study of how humans make meaning of experience by endlessly telling and retelling stories about themselves that both refigure the past and create purpose in the future. Deliberately storying and restorying one’s life or a group or cultural story is, therefore a fundamental method of personal and social growth: it is the fundamental quality of education (p. 24).

In other words, narratives offer researchers the opportunity to discover important implications from past experiences in order to foresee and take actions in the future promoting personal and professional growth.

In conclusion, narratives were used in the study to promote my awareness of the importance of the teacher professional development and how my identity as an English teacher has been influenced and positively shaped during my eight years of experience.

4.2.2. Document analysis.

Documents either digital or written may offer important data. In research, analyzing documents plays an important role when it comes to find important insights. In Bowen's words (2009) "document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material" (p. 27). In other words, from analyzing documents researchers can study information obtained from them. Documents that may have been helpful in this study are pictures, written reflections, lesson plan formats, grades, and teacher's evaluation and observation.

There are some gains from conducting document analysis that are significant from this study. Some advantages are presented by Bowen (2009): Document analysis is less time-consuming; it is more available, since many documents are in the public domain and we can obtain them without the author's permission; documents are stable, the investigator's presence does not alter what is being studied; and finally, documents are exact, the incorporation of exact names, references, and details of events makes documents advantageous in the inquiry process. It means that having documents and analyzing them may give investigators detailed, and exact information when doing research.

Regarding this study, document analysis was included because it helped us validate the information obtained from narratives. In other words, the documents here analyzed worked as a support for all the events that influenced my professional development and teaching identity.

4.3.Data collection and analysis procedures

As mentioned above, data in this study was collected from self-narratives, narrative from participants and document analysis.

4.3.1. Self-narratives.

The data emerged from the retrospective recounts I wrote about different professional development events I have faced. I wrote a set of questions to guide myself in order to remember those remarkable moments in my life. Then, I started checking my personal file where I kept a record of assignments and reflections from classes. After taking a look at them, it was a bit easier to recall failures, success, critical moments, and feelings that were significant to shape “who I am” professionally, my beliefs at the time of planning my lessons, teaching, and assessing my students.

Writing narratives required me to be patient, to spend time audio-recording me as I was on the bus, or waiting a turn in an office, to classify documents per moments, to talk to colleagues, and to watch videos and pictures. The fact I organized events in a timeline, where I also included what was going on in the country in term of education policies, helped me also to organize the information in a coherent way. I was warned not to use names to maintain the confidentiality of the information. At last, I wrote my narratives (see Appendix A) where I unveiled concepts and ideas that are presented in the result section.

4.3.2. Narratives from participants.

The purpose of collecting narratives from participants (see Appendix B) was to receive their perceptions of what they observed from my professional and personal identity in different moments of professional growth from their roles as teachers, coordinators, and colleagues.

Since all of them have their different workloads and duties and contacted them via email in order to know their willingness to contribute to my investigation. After that, I wrote an informed consent that had to be approved by the coordinator of the program. Then, the document was scanned and signed by the participant as a way of acceptance. In order to get the adequate narratives from them, I emailed them my first draft so that they could have a guide of what I was doing. The communication flew that way and at the end I could get all the narratives from them.

4.3.3. Document Analysis.

The documents taken into account to conduct this research were chosen to evidence process of teacher professional development and how this impacted in my teaching identity. So, the documents were extracts of journal entries, teacher's evaluation, assignments, reflections from professional development sessions, videos, pictures, grades and extract from my undergraduate thesis. Every document is hyperlinked as the narratives are told so it can be seen during the moment where my identity was influenced by the exposure to of formal or informal learning processes and activities. (See Appendix C)

4.4. Coding the self-narratives and narratives from participants.

Once I have collected all the data, I proceeded to read it, categorize it and analyze it. The first step was to read all that I have obtained. All the narratives were analyzed and coded using the qualitative research software called Atlast.ti 8. It was necessary to watch a tutorial and try step-by-step how it was used. The documents were uploaded to the software and a first analysis was made to the self-narratives. During the process of analysis, 60 codes were used. It was too much so it was necessary that I reorganized into main categories since there were some data that applied to the same category. A brainstorm of categories and ideas to analyze emerged. So the narratives had to be read one more time in order to reorganize them into the categories that were chosen.

In addition, some theory was considered for the analysis. The theory about the dimensions of identity and critical incident was discussed and taken into account among others related to feelings, challenges and success. For the purpose of having coherent results, it is required to revise the categories again so the findings could be better organized and better explained.

Chapter 5 Results and findings

Along this section, I present the analysis of the data collected that will aim to analyze the impact of professional development on my identity as an English teacher; to identify the characteristics of the professional development I have engaged in in my professional life; to analyze main sociocultural and historical conditions during my process of professional development, signs or indications of my identity in different moments of my professional life and the processes that have triggered changes in my identity during my professional development, which are the objectives of this study. Results from the narrative and retrospective recounts from me and from the other four participants were analyzed using Atlas.ti 8.

5.1 Narratives

I analyzed the data from the narratives and organized them into emerging categories. All my narratives emphasized academic and professional challenges and successes that have let important remarks in my life as a teacher. It means that the themes that arose are related to my identity as a teacher, and my process of development. The categories are as follows:

Table 5. *Categories and subcategories for the analysis of narratives*

<u>Category</u>	<u>Subcategory</u>	<u>Participants</u>
Identity	Professional identity	Self- narratives
	Situated identity	

	Personal identity	Interviewee 1
Challenges	Professional challenges	Interviewee 2
	Academic challenges	Interviewee 3
Successes	Professional success	Interviewee 4
	Academic success	
Feelings	Feelings of anxiety	
	Feelings of happiness/excitement	
	Feelings of satisfaction	
	Feelings of expectations	
	Feeling of rejection	
Critical Incidents		
Role Model		

The following section will show some excerpts that come from the data from my recounts and from the other narratives that are organized into the categories and subcategories summarized in table 1. The excerpts will be coded as it is indicated: N (Narrative) SN (Self narratives) I (Interviewee and the number). Example: N excerpt – I1.

5.1.1 Professional identity.

18 quotes related to this category emerged from the self-narrative and the others' narratives. Some of them will be presented in the excerpts below in which I have identified some that are beliefs of how a good teacher must be as well as educational ideals. These excerpts are also characterized for having elements that concerns the professional development, workload, roles, and responsibilities. (Day & Kington, 2008)

Both the other participants and I agree saying that along my professional life, there has been some episodes where my professional identity has been reinforced, shaped or permeated by the situations and roles and which have also allowed me to grow as a teacher:

E1 – From postgraduate education.

Before the course, every time I was planning a lesson, I took into account the topic and the goals to reach, but what little did I think about my students' learning style and paces. And this is something that has become important in my teaching practice, every time I plan, I think about every student and the whole group. And I tried to put their needs first so they can show progression and motivation in all the activities carried out. (SN Excerpt)

E2 – From undergraduate education.

It was at that moment in which I began to feel that She was developing many of the basic characteristic that successful teachers have: love for learning, a collaborative spirit, love for teaching, discipline, high personal and professional standards, among others. (N Excerpt - I1)

E3 – From in-service experience

I admire the way she teaches and the rapport she builds with her pupils. (N Excerpt – I4)

In excerpt 1(E1), I mentioned growing awareness of my students’ needs, learning styles and paces in successful lesson planning as one of the gains that I have had during my development as a teacher. I have integrated this awareness in my teaching. I believe this has helped me to keep students’ motivation and learning in classes. E2 highlights the features of love for learning, a collaborative spirit, love for teaching, discipline, high personal and professional standards which have been key on who I am in my role as a teacher. E3 adds my rapport with students as another feature of my identity. The British council (2015) established a framework for continuing professional development for teachers and educators in which they defined what abilities should be developed after professional development sessions and what they involved. So professionally speaking, the excerpts demonstrate that I have incorporated features of “awareness, engagement and integration” (pp. 4)

5.1.2 Situated Identity.

From my own narrative, I have identified some features of what is labelled as “situated or located identity” by Day and Kington (2008). “This dimension is located in a specific school

context and is affected by the surrounding environment. It is affected by pupils, leadership support and feedback loops from teachers' immediate working context, and shapes the teachers' long-term identity." (Day & Kington, 2008). Hence, the following extracts demonstrate how my identity is shaped by the teaching context either students, school, or teachers:

E4 – In-service teacher experience.

I have learned from other teachers, from students, from trainings offered by publishers. I have been observed many times by the coordinator. My teacher evaluation and teacher observation have been good according to the standards of the university. (N Excerpt – SN)

E5 – In-service teacher experience.

After that class, I received feedback from the lady in charge. I still need to better some things when I am teaching, things such as wanting to control the class, monitoring my students all the time. I was suggested to give them more freedom to use the language. I mean to let them learn and give them some space for them to feel free and autonomous. (N Excerpt – SN)

In my own narratives, I distinguish some important elements in my teacher development such as learning from learners, teachers, and coordinators. Although, the teaching learning moments offered by the school are limited to attend workshops provided by publishers, this somehow has contributed to my education since I have had the chance to learn from the experience of the lecturer, who is at the same time, the author of a book. However, Gonzalez

(2003) considers that publisher sessions do not provide teachers with the proper professional learning since “the purpose of the meetings is generally the promotion of a given textbook (...). the best way to get the teachers’ attention is to include some academic topics and organizing the presentation in top hotels where teachers are served some snacks and receive some complementary copies or small gifts” (p. 166). I also mentioned the role of observation and feedback as crucial part of my development. During my process of learning, receiving feedback has been important for me since it makes me reflect on some aspects of my teaching practice. I personally show an attitude of openness and acceptance of the feedback by developing awareness and turn it into concrete actions in my workplace.

5.1.3 Personal Identity.

From the narratives, some aspects of my personal identity emerged. These aspects are part of the personal dimension. As explained by Day and Kington, (2008) “The personal dimension is located outside school and is linked to family and social roles”. (p.11)

In this case, the personal identity quotes show also how I have been in a continuum learning environment even outside of the school.

E6 – In-service teacher experience.

I took my role with discipline and responsibility. (N Excerpt – SN)

E7 – In-service teacher experience.

...she was very responsible with her tasks and activities.(N Excerpt – I4)

E8 – From postgraduate education.

She was appointed the monitor of the group because of her responsibility and dedication.

(N Excerpt – I2)

In these excerpts, participants 2 and 4 agree with me in some of my personality traits emerging as important qualities: discipline, responsibility and dedication. These have configured my identity as a teacher and to my understanding helped me to face challenges or obtain successes during my student and professional life. I was given the role of class monitor because of those features.

5.1.4 Professional Challenges.

In my narratives and those of the other participants, I identified experiences of professional development that have challenged my identity as an English teacher. There were eighteen quotes related to professional events that played an important role.

I label “Professional challenges” those moments of formal professional development activities such as technical courses, undergraduate studies, post-graduate, professional

experiences, and events that helped to configure my personal and professional practice. The following two excerpts illustrate my first working experience, the ICELT course and my first presentation at a national conference challenged my professional identity:

E9 – In-service teacher experience.

I was hired to work at a private school in Sincelejo, Sucre. My workload was in preschool and primary. Since I like kids, I was like a fish in water. However, this was my first experienced and I believed that this was the best way to learn and to shape my practice as teacher. (N Excerpt – SN)

E10 – From events.

I received an invitation to either attend a conference or to be a presenter. I was encouraged to write a proposal to be a presenter about Content-Language Integrated Learning (CLIL). I liked the idea of teaching content through language; a different methodology to the one I knew. But as I researched about it I noticed that this methodology was very demanding, even though I thought that it could better work with Bilingual schools. Anyway, I wanted to have a try. Why not? (N Excerpt – SN)

In the 2 quotes described above, I presented some of the CLIL events and the ICELT course, and the specialization degree as a way of qualifying my profession. I consider them a challenge because in both excerpts I show two new events I was facing: new job and workload

(E9), and a role as a presenter (E10). This has let me improve my skills on managing classroom, teaching kids, dealing with behavior problems, and being creative as well as speaking in public, giving a lecture, and how to use a correct tone of voice. Also, my presenter role let me share my CLIL experience with others with the same group of kids and a different context which enrich my teaching practice.

E11 – From undergraduate education.

She was a student in one of my classes at Universidad del Atlántico Language Teacher Education Program. (N Excerpt – I1)

E12 – In-service teacher education.

She has become the program coordinator at one of the schools (N Excerpt – I2)

E13 – From postgraduate education.

So we hired her for a different school that year. This time, she was part of a bigger team of teachers... (N Excerpt – I3)

E14 – In-service teacher experience.

In Sincelejo, that was in 2011, we shared the workplace, she was a teacher in preschool,...(N Excerpt – I4)

E15- In-service teacher experience.

...we worked in a different school in Barranquilla and there she was teacher in high school,...(N Excerpt – I4)

All the participants witnessed, from their different roles, every challenge that I have faced along my professional life as a student, teacher, and coordinator. This represents that I am recognized to be a knowledgeable and skillful teacher, and this is something I have learned from worrying about my education, learning from others and my teaching experience. Additionally, it means that facing challenges, either professionally or personally, can make teachers move towards the awareness of educating themselves in how to deal with education and socio-economic problems.

5.1.5 Academic Challenges.

Besides professional challenges, academic challenges were identified in all the narratives. Both interviewees and I expressed seventeen moments in which I was academically challenged so far. With academic challenge, I mean all the schooling duties such as assessments, activities, tasks that has stimulated me either positively or negatively to learn.

The following excerpts illustrate some academic challenges mentioned:

E16 – From Postgraduate education.

I must confess that I was terrified of thinking about doing research. I had not had a good experience in my past research attempts because nothing was meaningful to me, especially because I saw it as a not-so easy process that demanded a lot of time. (N Excerpt – SN)

E17 – From postgraduate education.

I decided to continue qualifying my teaching practice by taking a course. I chose to take ICELT because one of my colleagues recommended me to take it since it has been such a fruitful experience for her. (N Excerpt – SN)

E18 – From undergraduate education.

At the beginning, She was a bit shy, teacher dependent and even insecure at times, but willing to participate in class and live new experiences. (N Excerpt - I1)

E19 – From postgraduate education.

One day I met her again in my ICELT course. I thought how great it was that she had not only become a good teacher, but she also wanted to continue growing. (N Excerpt - I2)

E20 – From postgraduate education.

Sometimes, I felt she was not totally present in class. I have to say that she had to be late to some sessions because of her work schedule; maybe this affected her participation in class. (N Excerpt - I3)

E21 – From postgraduate education.

She decided to study ICELT (In Certificate English Language Teaching) again, we share the academic field, (N Excerpt - I4)

The academic challenges mentioned in the narratives refer to the formal professional development activities that have shaped my professional identity (ICELT, Undergraduate and postgraduate degrees). They highlight some of the academic struggles that I went through as well as my strengths. These challenges had influenced my identity as a teacher since they have made me reflect on my teaching, my students and have made me create new material adapted to my context, assessments, classes.

5.1.6 Professional Success.

In this category, there are eleven quotes, 9 from my own narratives and 2 from the others-, that evidenced occasions when I had some professional successes. Professional success refers to the achievement of what you are aiming for in your professional life such as getting good grades, graduating from postgraduate education, getting a promotion among others, or handling pedagogical situations.

The following quotes present some of the success that I have reached as well as made me experience also feeling of happiness and satisfaction:

E22 – From technical education.

At this technical institution, I became skillful in the areas of customer service management, secretarial tasks such as attending the phone, typing on a typewriter or computer, filing and communicating in English. (N Excerpt – SN)

E23- Teacher In-service.

Then, in 2013 I started working again for the EFS program. This time was in extracurricular classes on Saturdays. I enjoyed those classes since the students attending were really interested to learn English since all of them were always willing to learn new things and work. I did not deal with discipline problems as at school. I always planned meaningful activities for every class for students like “show and tell” activities, festivals, fairs and I could notice how they enjoyed that. In 2014, I started in a different school with the partnership (curricular). (N Excerpt – SN)

E24 – Teacher In-service.

I shared with Laurys two semesters of post graduate Teaching English Degree, we graduated in the same ceremony and we continue working in the same place, which is the best way to observe her teaching growing process (N Excerpt – I4)

In the quotes above, some moments can be observed where I feel I have succeeded because I have reached important professionally goals related to my need to be more knowledgeable in my subject-matter. From my own narrative (E22), I discovered that my first professional achievement was linked to the process of becoming a bilingual secretary. I mentioned how skiffull I became in the areas of customer service. Also, I started becoming proficient in the management of English. In addition, in E23 I described working for EFS program a success since it was my first formal job as an English teacher after graduating from my undergraduate degree. It was there when I felt that I could put into practice all that I have learned from teachers, classmates, classes and meaningful experiences like fairs. However, I would have liked to be included in research groups, or having more practical situations that may happen in the context. The theory and methodological approaches learned in the university impacted significantly my teaching persona since it let me identify what the literature says about educational processes. For its part, E24 witnessed my graduation from a postgraduate degree, so one of the interviewees evidenced how I was committed to become a better teacher.

5.1.7 Academic Success.

For its part, academic success played an important role in my identity as a teacher since all the experiences that I have had being a student have showed that I have achieved successfully

all the academic expectations. York, Gibon, and Rankin (2015) define academic success “as inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and postcollege performance” (p. 5). So, for me as a student, academic success means that I was able to meet an institution’s or my own expectations.

The following 14 quotes -14 in total- *may* include being in a better standing and making all the satisfactory progress towards earning their credentials, graduation with honors, good grades, and class performance.

E25 – From Technical education.

My grades at this technical institution were outstanding. However, I had some subjects that I found challenging for example text production, business, and reading. I would say that I found them boring or I did not pay enough attention to them. (N Excerpt – SN)

E26 – From Undergraduate education.

...She increased the quality of her work and gained more and more confidence. (N Excerpt - I2)

E27 – From in-service teacher experience.

In teacher meetings and professional development sessions, she always had an outstanding performance. (I3)

From the narratives it is easy to say that in my student role I have had fruitful gains. Those gave me a different perspective of how teaching and learning become meaningful and impacted positively both teachers and students' lives. I mentioned, in E25, key aspects of my education that were important in my life: good grades, diploma of excellence, and challenging subjects. I learned to know my abilities in some of the subjects, and the effort I had to make in those I was not good at. The same way happens with kids. I learned that kids are the same way, there are ones that are easy when learning skills or with certain abilities. For its part, Interviewees, in E26 and E27, declared the following important elements of the academic success which are: outstanding performance, increasing in confidence and quality of my work. I interpreted "outstanding performance" in teacher meetings and professional development sessions, the way I acted because I was very participative and enjoyed every activity. And "increasing in confidence and quality of my work" means that I was getting better every time I had quizzes, exams, essays, and reflection. I was finding the way to make it better than the last one.

5.1.8 Feelings.

In the path to becoming a teacher, I have experienced different feelings. I can say that it has been a roller coaster. In this category, I will present some quotes that reflect feelings of excitement, of expectations, of rejection, of success and of anxiety. They were found in the self-narratives.

Because of the fact that we are human beings, feelings come with us and impact us in the way that we can learn from them and make decisions. The excerpts analyzed as feelings are as follow:

E28- Feeling of anxiety- From undergraduate education.

The very first day I entered the University I felt anxious, excited and even worried because this was a public university and... (N Excerpt – SN)

From events.

I had that feeling that our workshop would not be appealing for people, I felt very anxious since it was the first time I was going to present in front of people who may have more experience and knowledge than me. (N Excerpt – SN)

E29 - Feeling of achievement – From technical education.

I felt very happy and I could see my parents on their feet clapping their hands. They must have felt proud of their daughter. This tells about me that I was disciplined and dedicated to everything I wanted to achieve in my life. (N Excerpt – SN)

E30 - Feeling of expectation – From undergraduate education.

I did not want to miss classes because of their famous strikes. I wanted to learn new things and what's behind a class – methodology, lesson and material preparation, grading students. (N Excerpt – SN)

E31 - Feeling of rejection – From undergraduate education.

Another important process was my professional practicum and my thesis. My thesis was about improving the reading skills in students. I did not like the research part of my career. I felt everything was quite difficult because I did not know anything about conducting a research even though I knew the importance of research in the education field. But this was a requisite to graduate. So I did not have another choice. (N Excerpt – SN)

E32 - Feeling of happiness / achievement – From postgraduate education.

After everything I learned, my graduation day arrived. I can not describe how I felt. It was satisfaction mixed with happiness of having reached an important step in my life. I could

compare that feeling with maybe the same Nairo Quintana felt when he won his first cycling championship. Receiving my specialization diploma was getting a ticket for my next stop: the Masters!.(N Excerpt – SN)

Every quote mentioned above expresses some of the feelings that I have felt during different stages of my professional life. Negative or positive feelings leave important remarks in both personal and professional life. I mean all the feelings have brought important challenges, and successes that have helped me change who and how I am as a teacher.

5.1.9 Critical Incidents.

Seven quotes related to critical incidents or turning points that emerged from the self-narrative. Some of them will be presented in the excerpts below. They will describe some moments where I realized that I needed to shift some of the teaching practices that would shape my teaching identity.

Farrell (2008) explained the definition of this kind of moments as “Any unplanned event that occurs during class...if trainee teachers formally reflect on these critical incidents, it may be possible for them to uncover new understandings of the teaching and learning process” (as cited in Lengeling and Mora, 2016, p. 77).

I consider that Farrell's definition does not only apply to novice teacher experience and not only occur during class but in any moment that is seen as an opportunity to learn. The excerpts that present some turning points are as follows:

E30 – From undergraduate education.

I felt that I constantly travelled to France, USA, British or other English-speaking country because I understood that learning another language meant learning another culture. I realized this because every topic is connected with the traditions of a country. If I was learning vocabulary related to clothes, I would learn the types of clothes people in English speaking countries dressed up in every season or situation. (N Excerpt – SN)

E31 – From postgraduate education.

After every class, I was asked to reflect on what I have learned in the previous one. And I can conclude that after every class I needed to be aware that education is wonderful as long as I can do it with passion, love and professionalism. (N Excerpt – SN)

E32 – From postgraduate education.

So while reading and designing it I realized that this process is very important when supervisors or coordinators want teachers to improve their practice, behavior and skills. (N Excerpt – SN)

The excerpts above showed some moments I reflected on after going through it. In E30, I was aware of the positive impact meaningful activities related to language and culture had when teaching them. E31 was a “voilà moment” since reflection was key after every learning session in terms of planning, teaching any skills or assessing students. E32 explains the process I went through assessing and designing material. According to Richards and Farrell (2005) expressed that “Documenting and reflecting on incidents of this kind can serve as an important part of the process by which teachers learn more about their teaching, their learners, and themselves.” (p. 114). These key moments have caused on me a change in my perception about life, teaching and learning.

5.1.10 Role Models.

My teaching persona has also been influenced by other teachers who have made me have turning points at the same time. When analyzing my own narratives, I have discovered that my identity has also been marked either positive or negative by teachers along my professional life. So, a total of 7 quotes related to this category were found in the self-narratives. Some of them are mentioned as follows:

E33 – From technical education.

Every time, I had class I enjoyed the way she taught. She was very enthusiastic and built a nice environment in the classroom. I remember she showed images related to the vocabulary, she always had a smile, so I thought teaching English may make me look that “cool”, I mean by cool because I could make people enjoy English classes, be enthusiastic, creative, and passionate to learn languages. To me, that was a good reason to start a new professional path. (N Excerpt – SN)

E34 – From undergraduate education.

There was a teacher, who taught me methodology that always cared about the seating arrangement. I will call that teacher Andrés. I did not understand why it was important for him. But it seemed to me that everything was very well-planned. And not only the chairs but the materials were always ready. He looked very professional every time he explained a topic; I noticed he knew about it, he was prepared. So, I wanted to take that professionalism from him. I wanted my students to perceived professionalism, organization and preparation in me. Luckily, Teacher Andrés* was my tutor in the research process. (N Excerpt – SN)*

E35 – In-service teacher experience.

I observed that both preschool and primary teachers always worried about setting rules in the class, about having kids doing the same routine at the beginning of the class, monitoring their classwork, having them doing different kind of activities, singing with them. (N Excerpt – SN)

Every quote showed important characteristics that inspire my profession, therefore, they shape “who I am” today. Features such as enthusiasm, creativity, passion, organization, professionalism and wisdom were important elements that I took to make it part of my professional identity as an English teacher. From this category, I can conclude that teachers can be role models for their students and for their peers. I define a role model as a person who inspires and encourages us to push our limits, to do our best. It can be also someone that we admire and someone that we want to be like because of his or her professionalism.

Chapter 6 Conclusions

In this chapter, I will propose the answers to the research question, and will mention the most relevant findings related to the impact that TDP programs have on my identity. And finally, some limitations and suggestions for further research will be given.

6.1. What the research has shown

From the data collection techniques used such as narratives and document analysis, important information was gathered as a way to answer the main and secondary questions proposed in this study. This inquiry has explored some findings from my own narratives, participants and documents that are going to be considered as follows:

How has my teacher's professional development shifted my identity as an English teacher?

Teacher education is relevant in a teachers' life as the dimensions of teachers' initial education, teachers' continuing education, and teachers' development programs aligned to impact teachers' identity and professional development. Every event of my teacher education has given me important tools not only in the professional dimension, but also in my personal dimension. Díaz-Maggioli (2004) affirms that professional development is not only concerned about

professional life but also concerned with the image of the teacher as a person. This means that when teachers are engaged in their education, they put themselves in a process of bettering and shifting both their profession as well as their teacher identity - values, beliefs and assumptions - by potentializing teacher's self-awareness, knowledge, skills and reflection. So, every moment of professional growth (technical education, undergraduate and postgraduate, in-service teacher experience and event) left an indelible footprint in my identity as a worker, a learner and an instructor (González, 2003). As a worker, I had a new job, and I have worked as an English teacher in the same place for around seven years where I have enriched my in-service teacher experience by facing different challenges and successes. I have also been promoted to a different positions as a coordinator which have triggeres many challenges for me. As a learner, I have improved my language proficiency, teaching methodology, autonomy, and have succeeded in the qualification of my profession by getting diplomas as a secretary, teacher, and specialist. Additionally, I have become a reflective practitioner, more confident when solving school problems, and better able to collaborate with others. And in my role as an instructor, I have become more knowledgeable when implementing a variety of teaching strategies, discipline strategies, technologically mediated, motivating and meaningful activities for students; and also, when assessing students. I have become more self-aware and reflective on my teaching, conscious of the necessity of collecting pieces of observation, journals, and recounts that help me document problems not only in the classroom but in my praxis that may lead me to inquiry and, moreover, to find solutions to different problems.

What are the characteristics of the professional development I have engaged in in my professional life?

Teacher education programs always seek to help teachers develop the skills related to a specific area, to identify trendy methodologies, to fulfill both personal and socio-economic needs. Cárdenas et. al (2010) state that “the development programs tend to look for pedagogical options for the transformation and construction of the knowledge and pedagogy based on the reflection on the praxis.” (p. 54). Regarding what it was said previously, every professional development program I have enrolled in so far has offer me the opportunity to transform my both praxis and teaching persona, giving my professional more quality, and management when planning (see Appendix C), coordinating, and teaching.

Going deeper, I would like to analyze the academic curriculum of the programs I engaged in to stablish some common characteristics that help teachers choose courses, undergraduate or postgraduate studies, and what aspect of my teaching was qualified.

Table 6. *Characteristics of teacher development program*

<u>Level</u>	<u>Program</u>	<u>Academic Curriculum</u>	<u>Area of improvement</u>
Technical	Bilingual Secretary	English, technology, human relationship, typing, text production, file-on-the-job,	Language knowledge (as a teacher), administration, human relationships (as coordinator)

		administration, business, spelling.	
Undergraduate	Degree in English Language Teaching	Pedagogy, English, German, French, Investigation, sports, curriculum design.	Language knowledge, investigation issues (as a researcher in education), teaching aspects to design a program (as a teacher)
Postgraduate	Specialization in English teaching	Needs assessment, methodology, learning processes, material and course design, language discourse.	Language knowledge, teaching praxis, program and material designer, language analyst.
	Masters of Arts in English Language Teaching	Needs assessment, methodology, learning processes, material and course design, language discourse, mediation, evaluation, discourse analysis, language,	Language knowledge, technology integration, evaluation designer and analyst, aspect of management.

		education and democracy, and contextual workshop.	
Others	ICELT	Methodology, Communicative skills.	Language knowledge, and teaching strategies.

As it is observed in the table 4, programs to be chosen need to be coherent with your profession. Also, other important aspects are to be considered following my *personal and socio-cultural needs*. In other words, before getting involve in programs for growing professionally, it is important to ask oneself: why do you need to qualify your profession? What aspects of your professional are you seeking to improve? Is it relevant for your context? Does it help you grow personal and professionally? There are some key elements that I have taken from professional development growth programs I have been engaged in and that I feel have determined my teacher self: valuable concepts from theory, skill in the areas of costumer service, knowledge about education laws, mastery of English as my second language, teaching methodologies, and research skills.

What have been the main sociocultural and historical conditions during my process of professional development?

Diaz-Maggioli, as cited in Cárdenas et al (2010), mentions important reasons in which in-service teachers are encouraged to engage in professional development programs. He states that:

The professional development of in-service teachers become necessary for reasons such as educational reforms and the new challenges they impose on teachers; the relationship between the way teachers teach and the success of students; the need that the teaching objectives are adjusted to the needs of the students; and in the case of foreign languages teachers, that teachers are able to help their students to develop linguistic and cultural competence in the foreign language they learn. (Diaz-Maggioli, as cited in Cárdenas et al, 2010, p. 54)

Hence, I have chosen teacher development programs motivated by some personal, sociocultural and historical conditions that I have illustrated in the following figure (letters in red):

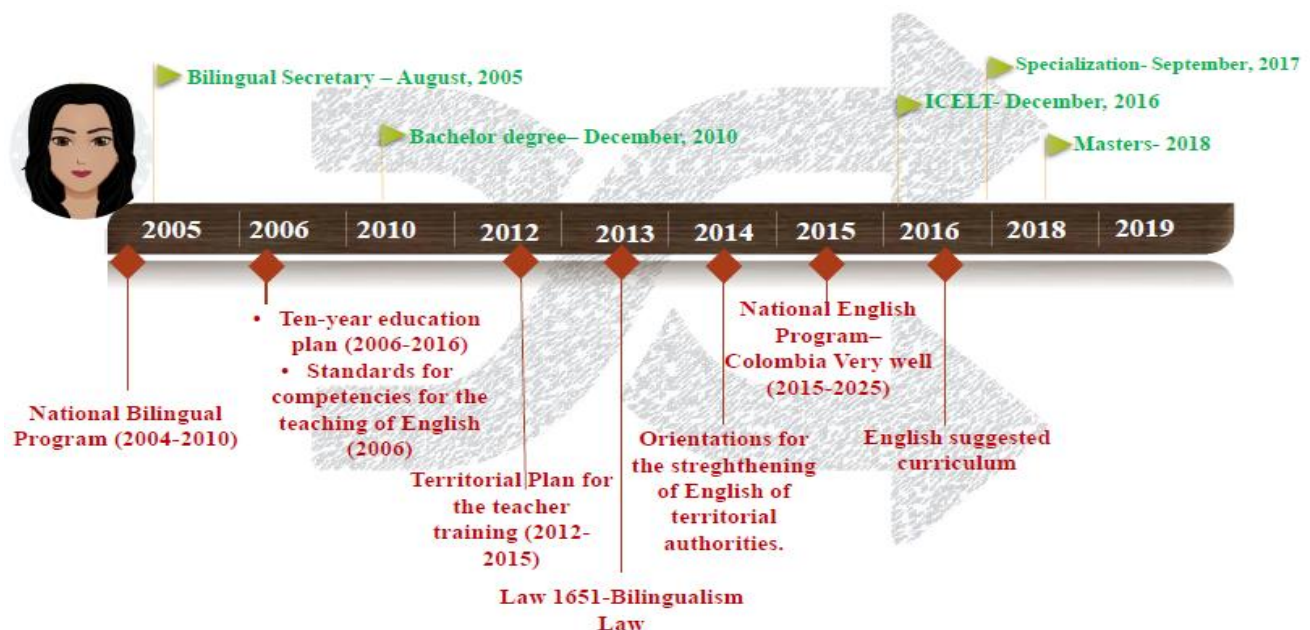


Figure 1. Timeline of my processes of TPD and their sociocultural context.

The figure above also shows that my choices were encouraged by some education policies that Colombia has been facing since I started qualifying as a teacher (, see self-narratives). Being up-to-date with all the education reforms help teachers to be more conscious on the needs they may face in the school and be prepared for new challenges in the classroom and the school.

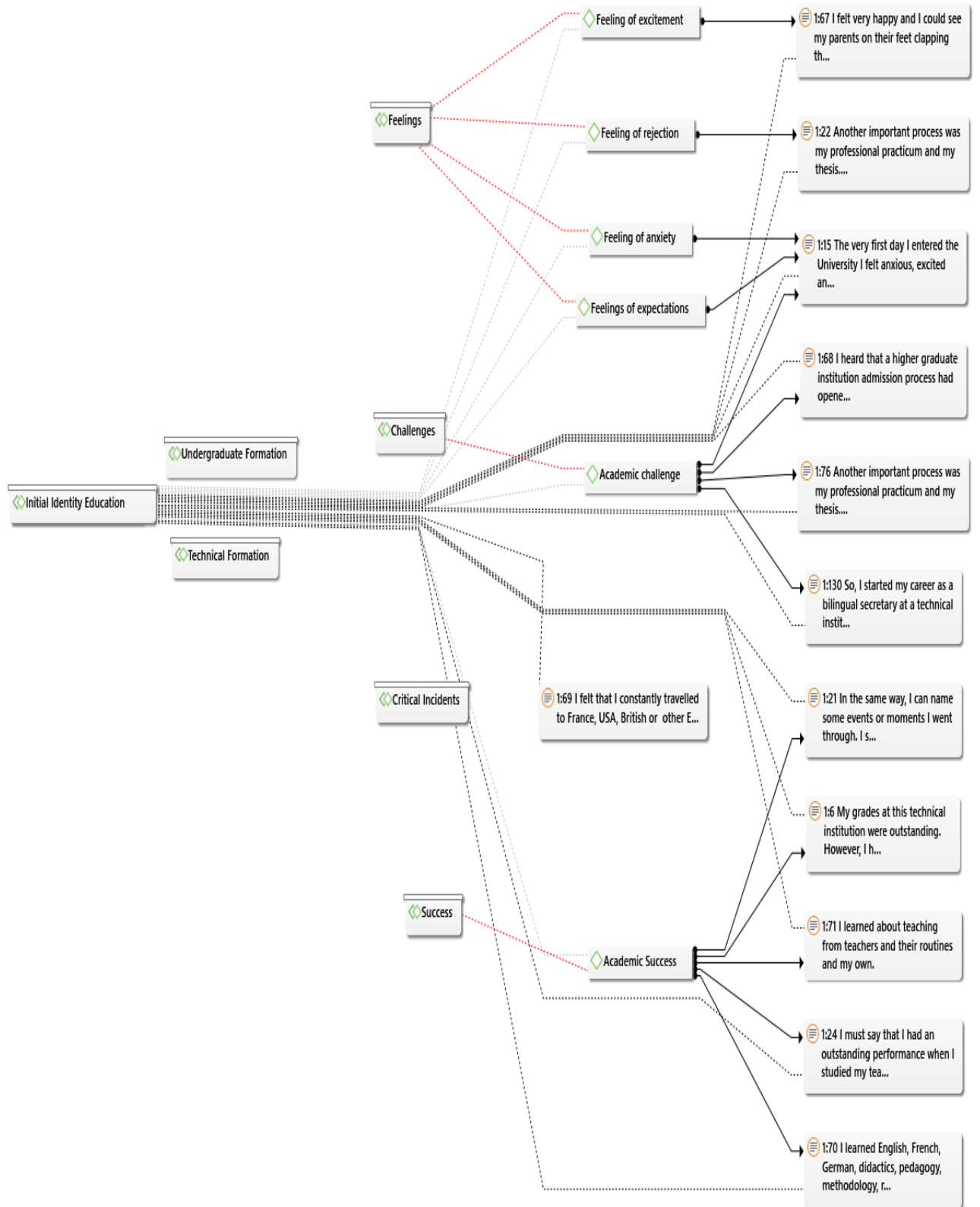
Professional development programs available to teachers are in close relationship with the reforms taking place in a given context. I was not aware of this until I consciously recognized the socio historical conditions that have surrounded me during my process of professional development.

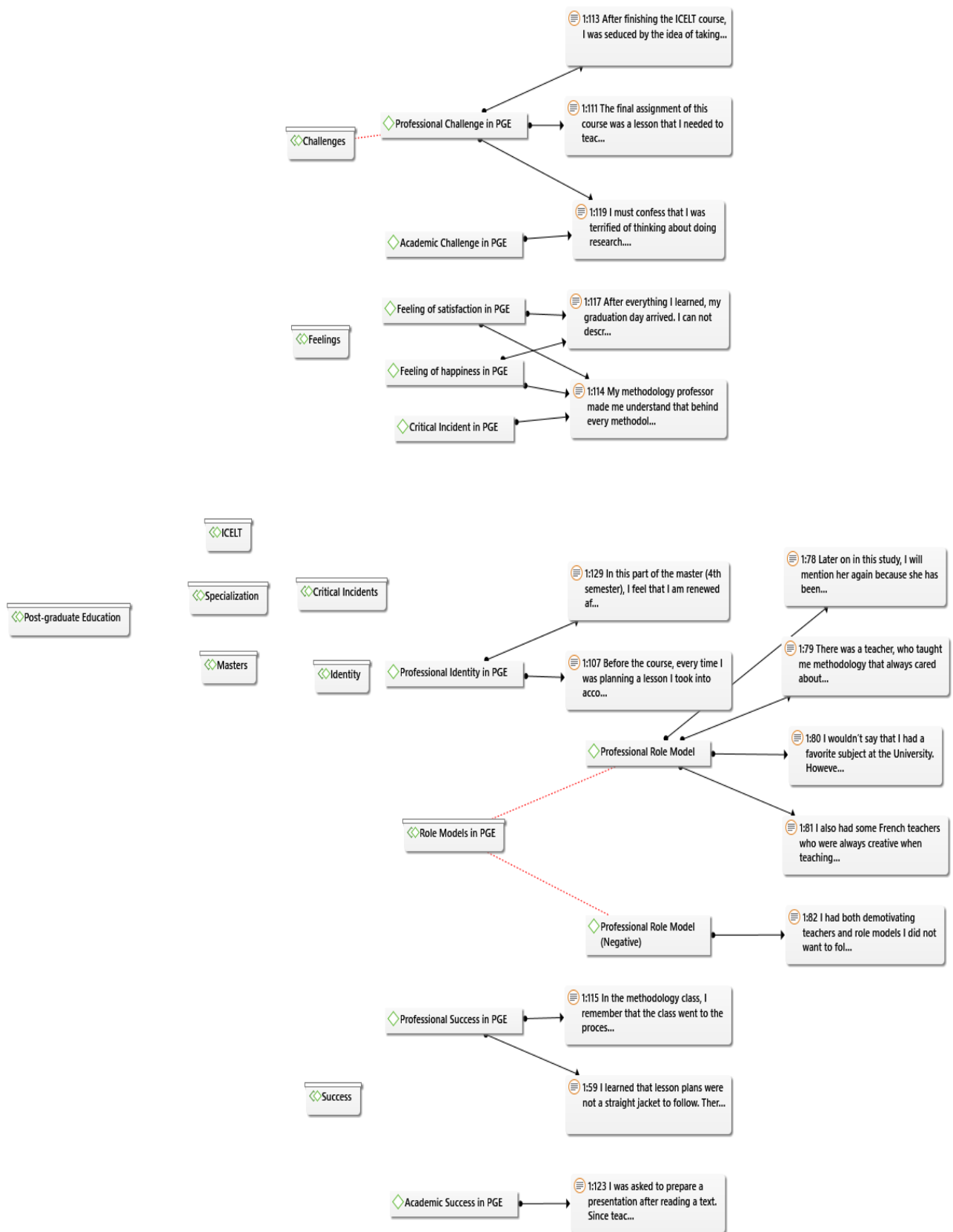
What signs or indications of my identity can I identify in different moments of my professional life?

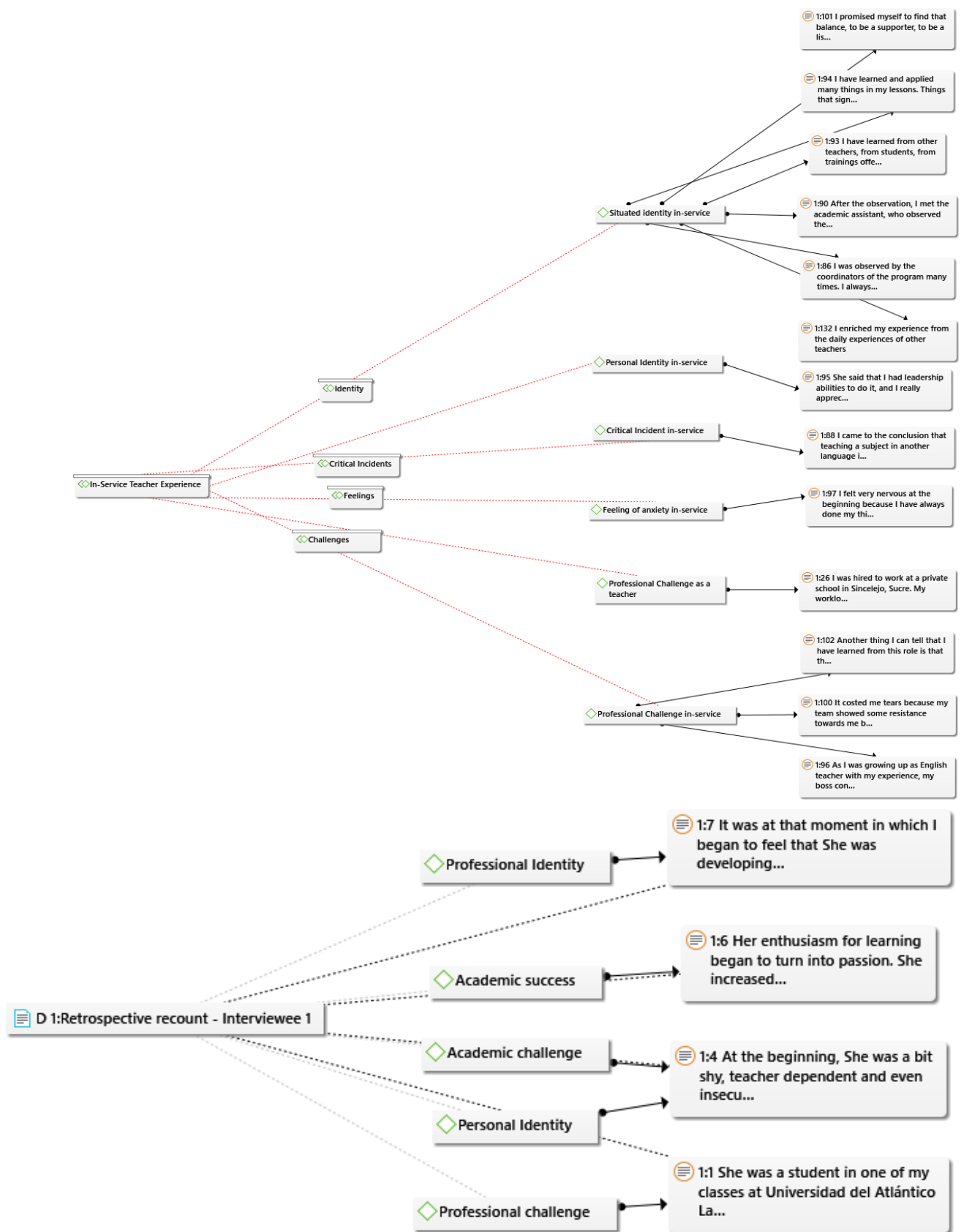
The data gathered showed countless of signs that were integrated in my teaching persona. Those signs were stated in the categories used to analyze self-narratives and narratives from participants. Signs of personal, professional and situated identity (Day and Kington, cited in Chong, Low and Goh, 2011) were identified from technical education until postgraduate education. Furthermore, these identities were influenced by events, and factors associated to my in-service teacher experience. Let us remember that professional identity refers to having the characteristics of a good teacher permeated by school roles or duties. So, the professional and situated characteristics I identified in the analysis were creativity, enthusiasm, empathy

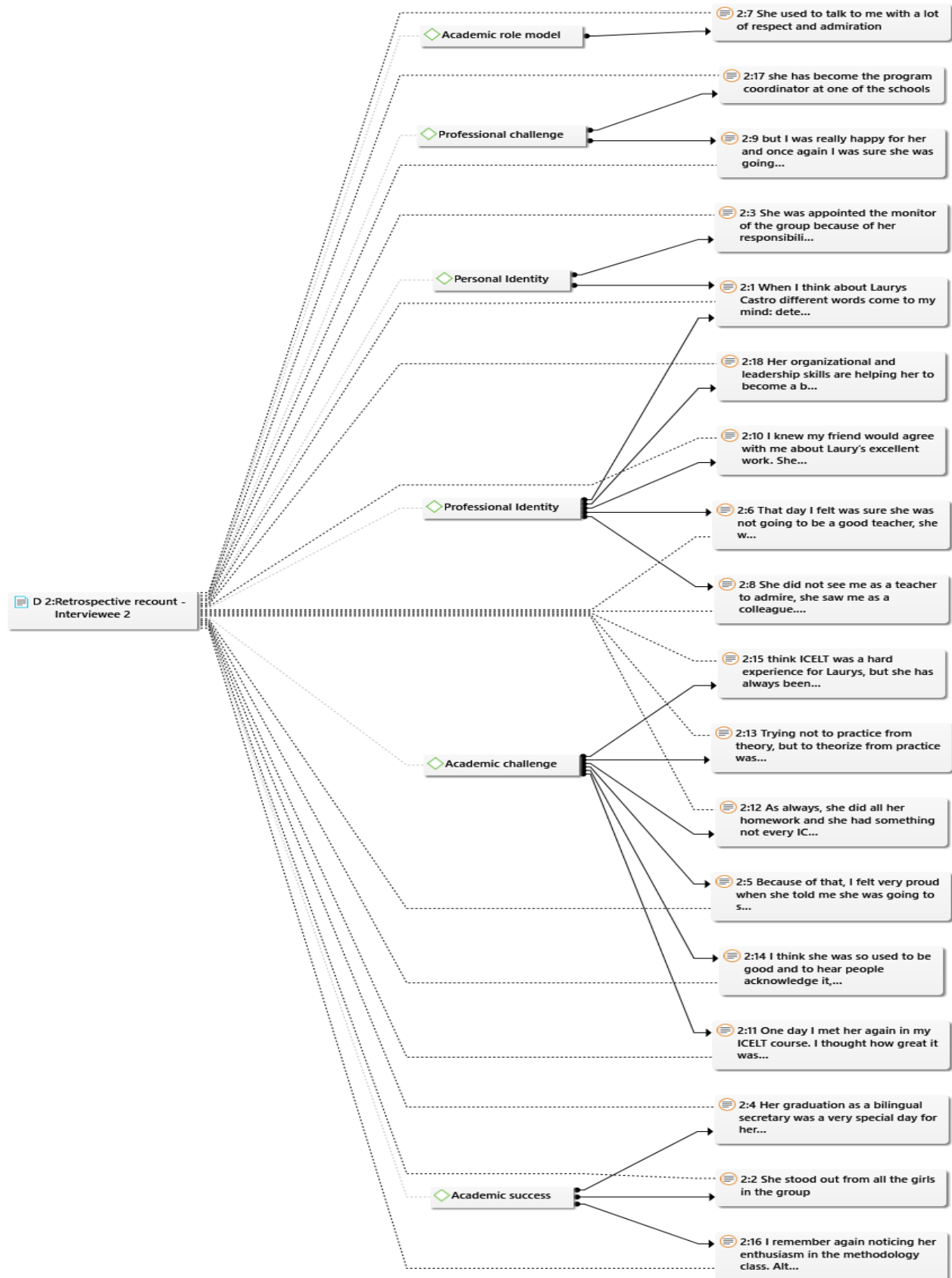
building with students, resourcefulness and professionalism. Some aspects, also part of the personal identity are responsibility, dedication, commitment were outlined as well within the narratives.

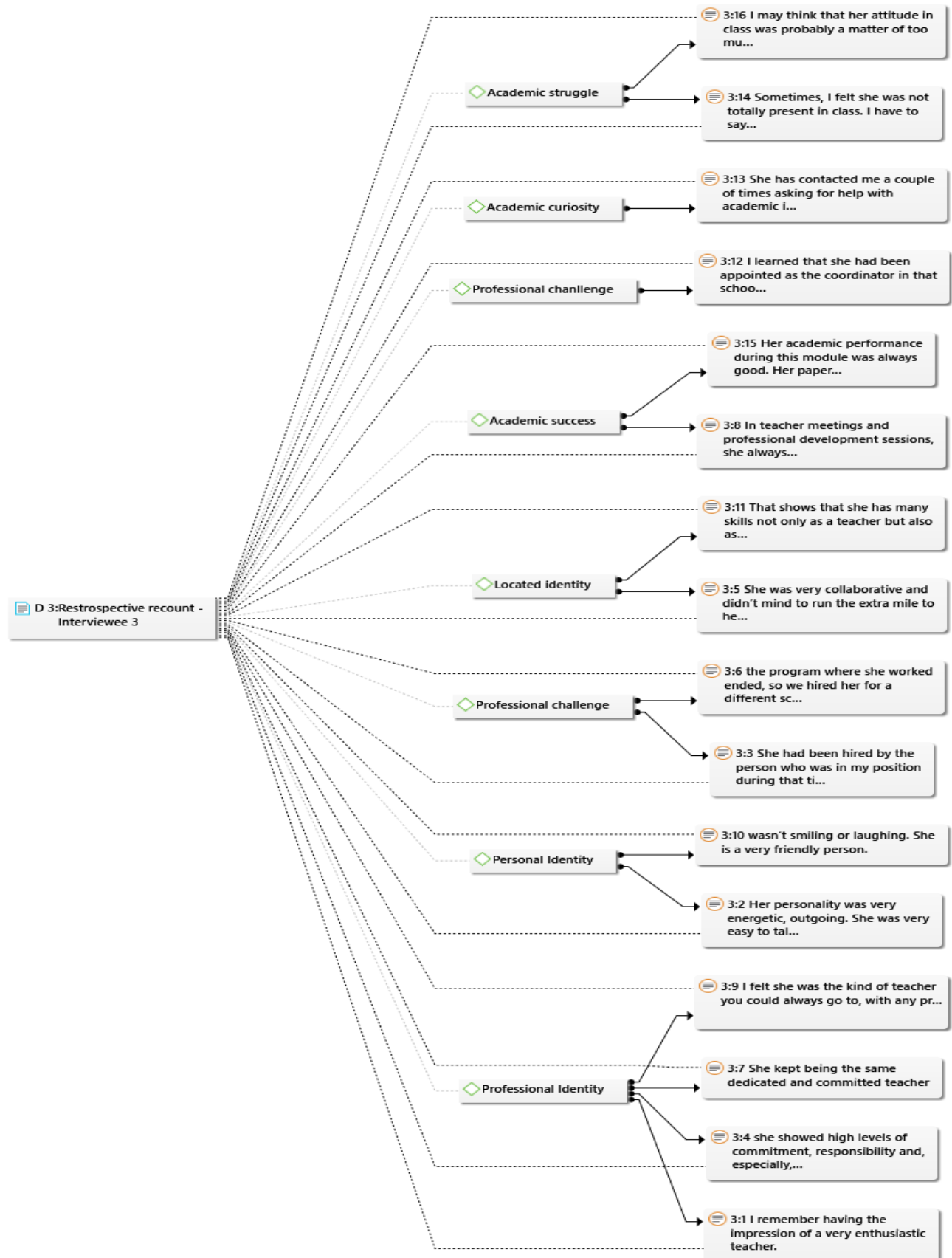
The following figures (figure 2) sum up the categories from the analysis of self-narratives and narratives from participants:











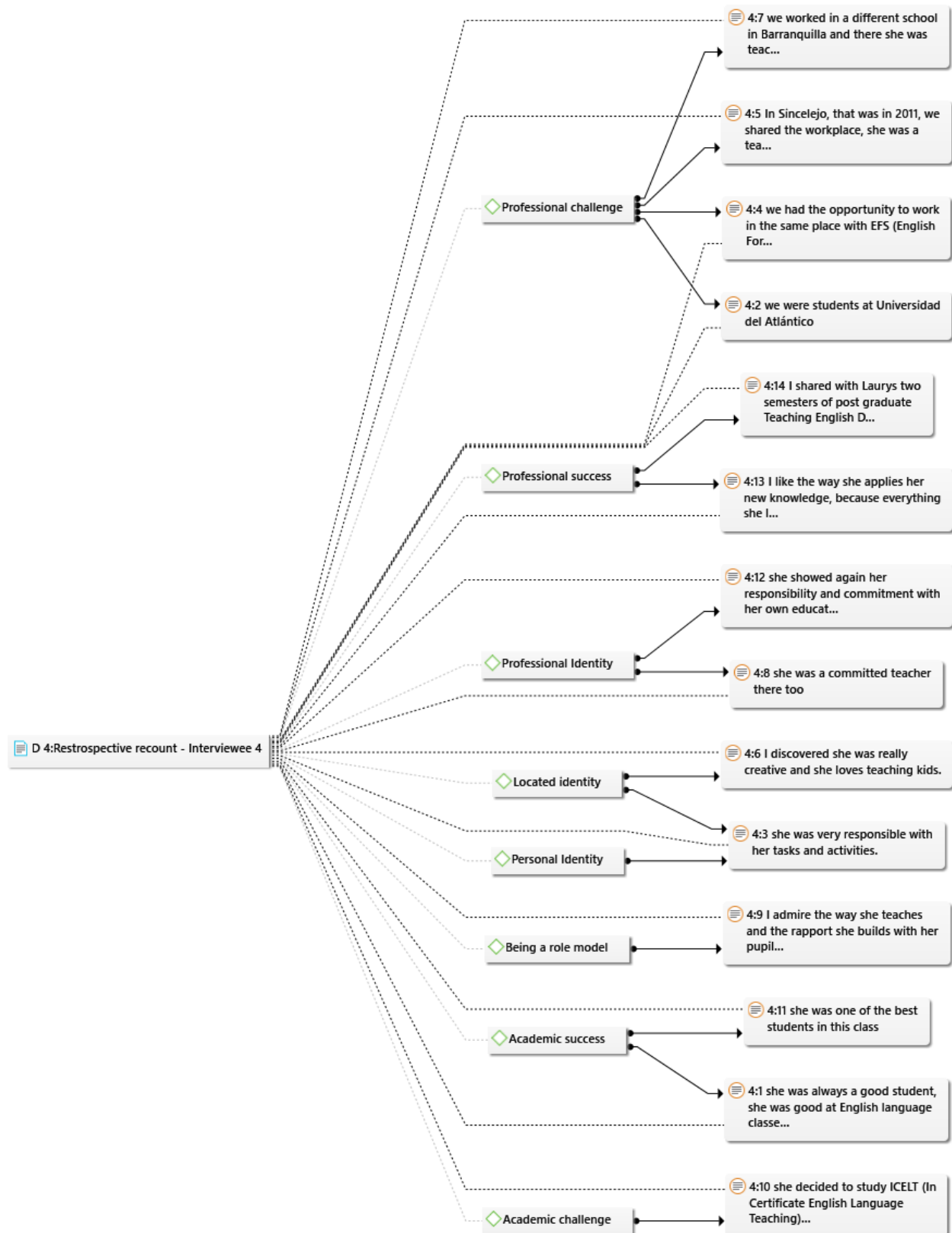


Figure 2. Signs of my identity in different moments of my professional life.

Beyond all the impacts that I have described in this study, it is important to mention that throughout years there have been studies focused on the teacher's knowledge base, which exclude the practices of reflective teaching. Pineda (2002) has defined the term teacher's knowledge base as the "acquisition of the basic skills required for teaching, the competency of educators in their subject matter area, and the use of pedagogical skills". (p. 9) The author considers this definition to be vague, and propose to add some variables that let teachers to be professionally skillfull. The variables include classroom context, the physical and psychological characteristics of the learners, and the subject matter itself. One of the first authors who set a framework and model for teacher's knowledge base was Shulman (1987), however the model does not include *Reflection* in the skills that a teacher must develop in teacher's professional development programs.

In the same vein, some other authors (Lafayette, 1993; Day, 1993; Richards, 1998; Freeman and Johnson, 1998; Tarone and Allwright, 2005; as cited in Fandiño, 2013) following Shulman's model started reformulating what constitutes the teacher's knowledge base. Pineda (2002) and Fandiño (2013) agree on the importance of including aspects such a reflective practice in the teacher's development programs since their teaching can be better and effectively instructed, and critically seen when the teachers have the opportunity to know themselves, their identity. Nowadays, University faculty members have turned their attention to having reflective practices in undergraduate and postgraduate programs in Colombia as a consequence of accreditation, globalization, and standardization procecces of education in the country.

As a result of my learning and reflection doing this autoethnographic study, I would like to make a contributions to Shulman 's theoretical model (as cited in Pineda, 2002) of teachers' knowledge base. The categories are (1) content knowledge; (2) general pedagogical knowledge; (3) pedagogical content knowledge; (4) curriculum knowledge; (5) knowledge of the learner; and (6) knowledge of educational goals and their philosophical bases, and (7) Knowledge of oneself (see figure 3).

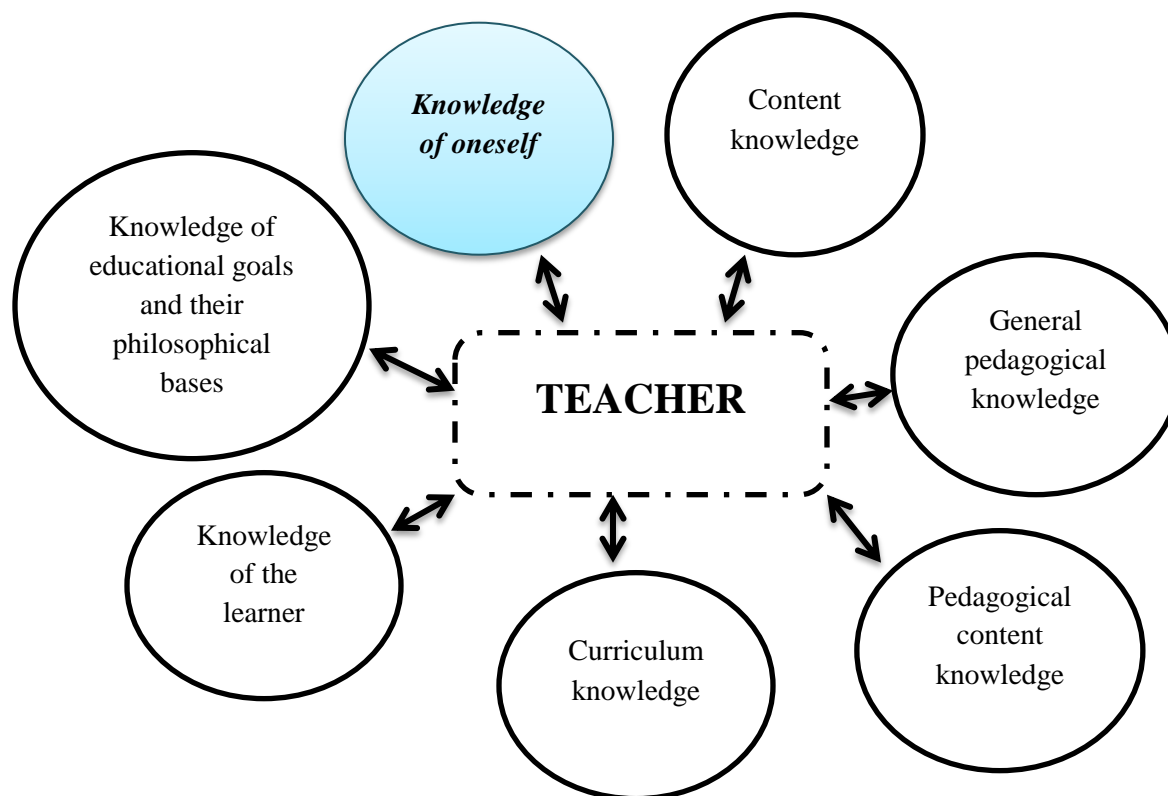


Figure 3. Model of teacher's knowledge base. (Shulman, as cited in Pineda 2002, p. 10)

Each of these categories are related to ELT teachers since *content knowledge* is what English teachers teach: grammar, phonology, cultural aspects of the language. *General*

pedagogical knowledge refers to the standard strategies used to teach the language such as classroom management, and motivation. *Pedagogical content knowledge* has to do with the management of material design, literacy skills, and teaching methods. Being *knowledgeable in curriculum* is to be aware of the choices to instruct the language and how to articulate it with other subjects in order to reach a more meaningful learning. When posing *knowledge of the learner*, teachers must know the physical, psychological and cognitive process of the learning in order to set strategies so the learning process flows. Having knowledge of educational goals and philosophical bases requires analyzing the educational policies, and expectations of the society that let teachers to be prepared to face new challenges (Pineda, 2002). Knowing oneself, being aware, critical and reflective of who you are, how you became who you are: your role as a person and as a teacher in society, being responsible for oneself. What factors affects one's identity, what are your strengths and weaknesses. This is missing in the framework. Being knowledgeable of oneself and exercising strategies of reflective practice encourages pre-service teachers to be critical and aware of their teaching practice both in and outside of the classroom. Moreover, carrying the data in a form of inquiry, as this autoethnography study shows, make teachers inform their experiences can help them better understand themselves, the classroom, students and gaps in between. In teacher's development programs, student teachers must become aware of who they are and initiate the process as reflective practitioners. Teacher who strive to know themselves and what configures their identity and who "are actively involved in reflecting on what is happening in their own classroom, they are in a position to discover whether there is a gap between what they teach and what their learners learn" (Richards, as cited in Cote, 2012), between who they are and who they want to be both personally and professionally.

Conducting research based on autoethnographies, where different aspects of teachers' identity are made evident can help people working on education field to see the importance of providing opportunities for teachers to know themselves. If these opportunities are included in the teacher's professional development programs in the country a great contribution will be made to the quality of education both nationally and internationally. According to Cote (2012) "providing student teachers with specialized training will eventually change the way they deal with their first teaching experience, making them more critical of and responsible for their professional and personal growth" (p. 33). Imagine what would happen if teachers also understand who they are.

6.2 Limitations of the study

This study was very fruitful since very little research can be found on teacher development and teacher identity under an autoethnographic stance. So, the findings, categories and techniques make it very relevant, especially in the context of Colombia. However, as it is autoethnographic, it is not possible to generalize the findings. It is too personal, too specific to be able to do it. In this regard, I only expect that my story and my development resonate with those stories of fellow teachers in my region and country, who may share some of the socio-historical conditions of my own life. To those who are from different contexts, this story could serve as a window to understand how teachers in my contexts develop and what factors helped to configure my identity. In this study, it was not possible to have face-to-face interviews with my co-

participants. Data would have been richer if those interviews have taken place. In similar research maybe other sources of data could be used.

6.3 Suggestions for further research

Regarding the findings of this research paper, further research can be focused on developing more autoethnographies in any area of foreign language teacher education in contexts such as ours. It would be interesting to explore the dimensions of teacher identity in the actual teaching practice. Also, another topic worth investigating could teachers' reported needs for professional development and the relationship of teachers' identity knowledge and their development as professionals.

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APPENDIX

APPENDIX A

SELF- NARRATIVES

2005-Technical Institution

I still remember that day I finished high school and my parents asked me “What do you want to study?” That was a difficult question for me to answer because I felt that I could choose any professional career and know that I would do well at it. But I had to make a decision. So I decided that I wanted to study something that had to do with the study of human behavior either any social or human science. Yes! I imagine myself becoming a psychologist. However, my parents could not afford that. My mom was a housewife and my father was not formally working. Then, I had to think about a different option, and I thought that learning English would be helpful for the rest of my life. So, I started my career as a bilingual secretary at a technical institution. This course would take 1 year of theory and 6 months of practice. As a year passed by, I was focused on learning English, and I found because of the way I was learning by playing roles, with pictures, songs, TV programs among others; and meaningful since the country was about to sign an agreement with foreign countries so I was updated with the professional demands the country was needed – see El Tiempo <https://www.elespectador.com/noticias/economia/tlc-entre-colombia-y-eeuu-entra-vigor-casi-6-anos-despu-articulo-345137> - so they could do business here. At this technical institution, I became skillful in the areas of customer service management, secretarial tasks such as attending the phone, typing on a typewriter or computer, filing and communicating in English. My [grades](#) at this technical institution were outstanding. However, I had some subjects that I found challenging for example text production, business, and reading. I would say that I found them boring or I did not pay enough attention to them.

When learning English I discovered a new world, especially because my English teacher - Teacher Yuly - at that time was the one that inspired me to be what I am today. Later on in this study, I will mention her again because she has been very important in my professional life. Every time, I had class I enjoyed the way she taught. She was very enthusiastic and built a nice environment in the classroom. I remember she showed images related to the vocabulary, she always had a smile, so I thought teaching English may make me look that “cool”, I mean by cool because I could make people enjoy English classes, be enthusiastic, creative, and passionate to learn languages. To me, that was a good reason to start a new professional path.

The time of studying was coming to the end, I had to put into practice everything that I have learned. So, I was a trainee at a state company for six months. This working experience did not match to all the things that I learned. I did not need to use my English ability there, so it was difficult to know if I was proficient in English since I only spoke to the people at the Institute. The training there was Ok. I put into practice all the knowledge I had from the secretarial subjects. I met new people. I had a boss who I helped filing files both digitally and manually. I became an expert at working on software of the computer. I think that helped me learn to organize and keep record of everything. Now, that I am a teacher I keep grades, class materials and evidence records that give me information about my students’ achievements; to improve or adapt material that I created before; and showed videos or pictures of my students learning.

This whole experience was a trampoline that helped me jumped to the education world. In August 2005, I [graduated](#) with honors. I received my [diploma as Bilingual Secretary](#), [a diploma of excellence](#) and outstanding grades. It was a complete surprise for me since this was [an unexpected moment because even though I liked what I did, no tutors had let me know before how good I was doing along the course](#). I felt very happy and I could see my parents on their feet

clapping their hands. They must have felt proud of their daughter. This tells about me that I was disciplined and dedicated to everything I wanted to achieve in my life. Before my graduation, I heard that a higher graduate institution admission process had opened. I knew what I wanted. I wanted to become a teacher. An English one. That means that not only on my graduation day was I happy because of my graduation; but because I knew that I had been admitted to the University.

My parents supported me and they encouraged me saying “you can do it”, “learning English will open many doors for you”, “being a teacher is a hard but beautiful job”. So, they knew the importance and the impact that completing this major would cause in my life since English started playing an important social role for all the people interested in doing business, and expanding to international countries. I knew that this would definitely be a good decision since I was interested in learning and teaching English; I would manage people; I would teach following the steps of that teacher who motivated my learning of English and my professional career. I wanted to make people feel in love with learning a second language. Here I go!

Context

As I was studying my secretarial career, Colombia was facing some policies regarding the teaching and learning of English. In 2004, the Ministry of Education launched a program called “the National Bilingual Program”. This program was meant to be completed between the years 2004-2019 with the collaboration of international entities, experts on the topic, such as the British Council, Cambridge University Press and local universities. The first part of the process included a research in which they observed some gaps in the English proficiency of teachers and students. The government decided to implement the plan having an important goal: “to make Colombia citizens bilingual in Spanish and English by 2019 and in accordance with international standards”

(Ministerio de Educación Nacional, 2005. PDF version). Two of the five targeted areas in the implementation referred to the constant evaluation of the communicative competence of both students and teachers and the provision of professional development programs for teachers in order to develop their pedagogical knowledge as well as communicative competence in English. The learning and teaching of English was increasing since becoming “bilingual” was already in the agenda of the government in Colombia. At that time, I could not understand why everybody was putting English as one of the most important subjects to learn; even my parents said that to me. However, I followed my instinct and continued with what put an identity to me.

In 2006, two years after the Ministry of Education proposed the National bilingual program, some other education policies, such as the ten-year education plan and standards for competencies for teaching languages were launched. Meanwhile, the foreign language education program of the public University called my attention since I, and my parents, started to believe in the professional benefits this decision would bring to me such as becoming an important doer in the education of my country and impacting children’s life. The ten-year education plan is a public policy that states what paths to follow in Education in the next ten years. This is framed into one of the articles (Art. 72) of the Education law of 1994 where it says that:

“The Ministry of National Education, in coordination with the territorial entities, will prepare at least every ten (10) years the National Plan of Educational Development that will include the corresponding actions to comply with the constitutional and legal mandates on the provision of the educational service. This Plan will be indicative, will be evaluated, permanently reviewed and considered in the national and territorial development plans. ”

The 2006-2016 Education plan stated that “motivation for the development of topics such as gratuity, coverage, permanence, quality, *bilingualism*, competences, modernization and MTIC, among others”.

It explained 6 areas of relevance. Part 1 relates to Sphere of normativity (the right of education); Part 2 to the development of the country; part 3 to peace culture; part 4 to the globalization; part 5 to the context and part 6 to pedagogy and didactics. I focus on the sphere 4 which related to globalization. That is important to the demands of the globalized world, in which the development of any country necessarily involves the formation of solid communicative competencies that are coherent with the new environments world. (Retrieved from https://www.mineducacion.gov.co/1621/articles-312490_archivo_pdf_plan_decenal.pdf)

Likewise, in the same year when Bilingualism was included in the ten-year plan, the government prepared and launched a document called Standards for competencies for the teaching of English – also known as Guía 22- . The standards describe the scale of gradual performance levels that the student must achieve in the learning of a language. Not only students are asked to achieve a specific level of performance, but teachers also do.

2010-Higher Education Institution 1 Undergraduate teacher education program

That path to become a teacher has started. The Higher Education Institution had admitted me in their language teaching program - <https://www.uniatlantico.edu.co/uatlantico/docencia/ciencias-de-la-educacion/programas/idiomas-extranjeros>.

The very [first day I entered the University](#) I felt anxious, excited and even worried because this was a public university and I did not want to miss classes because of their famous strikes. I wanted to learn new things and what's behind a class – methodology, lesson and material preparation, grading students. The things I remembered the most was all that knowledge about the world; I felt that I constantly travelled to France, USA, British or other English speaking country because I understood that learning another language meant learning another culture. I realized this because every topic is connected with the traditions of a country. If I was learning vocabulary related to clothes, I would learn the types of clothes people in English speaking countries dressed up in every season or situation.

From all the time I spent at the University, I remember many things; things that left an important mark in my life as professional such as teachers, subjects, events, thesis, and professional practices among others. I learned English, French, German, didactics, pedagogy, methodology, research, academic writing in all the three languages mentioned before, and sports. First of all, I will describe the classes, teachers and events that I remember from my time at the University. I learned about teaching from teachers and their routines and my own. There was a teacher, who taught me methodology that always cared about the seating arrangement. I will call that teacher Andrés*. I did not understand why it was important for him. But it seemed to me that everything was very well-planned. And not only the chairs but the materials were always ready. He looked very professional every time he explained a topic; I noticed he knew about it, he was prepared. So, I wanted to take that professionalism from him. I wanted my students to perceived professionalism, organization and preparation in me. Luckily, Teacher Andrés* was my tutor in the research process. I had both demotivating teachers and role models I did not want to follow. I had teachers who came late frequently, who were unfair when making decisions about students'

excuses, who did not hear students' voice among other aspects. I remember a situation in which I was absent in one of this classes. I was having some health issues. Next class, I could attend the teacher did not care about my situation - she did not even ask me about it- so that negative feeling of rejection made me also disliked that class. I did not want to be like them for sure.

I also had some French teachers who were always creative when teaching. I still remember some of the concepts they taught me, I think that is why activities like creative oral presentations, classes with visuals and games were significant for me. So, that is what I try to do now when I am teaching. As my personal teacher goal, I need my students to go through meaningful activities that can be internalized for the rest of their lives.

I wouldn't say that I had a favorite subject at the University. However, I did have favorite classes. There were some language classes, where the teacher only had a board and a marker, that were very meaningful to me since the teacher could manage them. He used hand-made material. I remember a German teacher that helped us remember some verb conjugations with a set of hand-made dominoes. Nowadays, I use that type of material when I have to think of a Plan B for a class where technology is limited.

In the same way, I can name some events or moments I went through. I still have in my memory activities such as [Francophonie](#), [dramas \(Cinderella\)](#), and Country mouse and City mouse), creative oral presentations. In all the activities, teachers asked us to work in groups and to organize everything beforehand. I still remember one of the activities that I had in my ethic class. I had to represent [in a drawing a situation](#) when a teacher was not acting ethically ~~correct~~. That taught me the importance of taking care of students, their history and family; to protect their integrity. One thing I learned from them is the importance of the monitoring and assistance

teachers can give students in order to help them achieve the goal of every activity and to create a sense of security when being in front of your class.

Another important process was my professional practicum and my thesis. My thesis was about improving the reading skills in students. I did not like the research part of my career. I felt everything was quite difficult because I did not know anything about conducting a research even though I knew the importance of research in the education field. But this was a requisite to graduate. So I did not have another choice. Now that I can compare it with my research process now in my masters, I think that I did not meet that much with my tutor, and everytime I met him was for a short period of time. I feel that doing research is a serious process. I worked my thesis after observing some 5th grade students at a local school. I used to write a diary in order to record all the data; I gave students a reading diagnosis test to find out more about their reading skills. And one of the insights from the data was that students seemed to enjoy more short stories, they seemed concentrated and active participants every time they read this type of text. At the end, it was nice to think of a proposal for those students to improve their reading skills with short stories.

I must say that I had an [outstanding performance](#) when I studied my teaching degree. All my grades were always good. In fact, I studied most semesters with a scholarship that was given to me because of my grades. I felt very proud of that. So did my parents. I had started to build my future and took it with passion. Because that is what you need once you discover what you can be useful for in the society.

I [graduated on 23rd December 2010](#). I have reached a very important goal in my professional and personal life. Now, a new challenge was waiting for me. I was ready to start my path as a

language teacher; to inspire with my methodology and teaching ways; to motivate students to learn a new language; to be somebody else's role model.

Guiding questions

1. What things from the routine of any teacher do you remember that you use now?
2. What were the most remarkable moments/events you had? Why?
3. What did you learn from them? What do you apply now in your teaching practice?
4. What were your favorite subjects? Why?
5. What teacher (s) were the most inspiring for you?
6. By the time you finished the degree, what did you choose to do? Why?
7. What were your professional goals?
8. What was your thesis about?

2011-2018 EFS teacher at Higher Education Institution

In July 2011, I have got my first formal job as English teacher at a local university. I have been working for a program called English For Schools-EFS, partnerships that this higher education institution hold with some private schools in the North Coast of Colombia. I was hired to work at a private school in Sincelejo, Sucre. My workload was in preschool and primary. Since I like kids, I was like a fish in water. However, this was my first experienced and I believed that this was the best way to learn and to shape my practice as teacher. I enriched my experience from the daily experiences of other teachers. I observed that both preschool and primary teachers always worried about setting rules in the class, about having kids doing the same routine at the beginning of the class, monitoring their classwork, having them doing different kind of activities, singing

with them. So did I. I started doing the same and it worked for me. Moreover, I included in my routine hello songs, commands activities, prayers, vocabulary reviews with flashcards and songs, TPR activities.

Everytime I have worked in any schools I have included routines in my lesson plans. I [was](#)

[observed](#) by the coordinators of the program many times. I always received feedback and/or tips to handle with discipline problems, with misbehaving kids and with parents. Those things are not taught in the University though! Also, I remember that we – the English team- prepared some activities where the whole community was involved. During an academic fair -where all the subjects prepare an activity-, we organized activities such as spelling bee, speech contest, karaoke



for families, and quiz games. All the contests were enjoyed by students who learned and had fun with the activities we prepared. I must say that I still organize this activity with my colleague in my current job. I spent 2 years working

there. After that, I came back to my hometown due to a personal decision. I had a year in which I had a professional experience with a different school where I was a part time teacher. I taught English, Math and Science. I had an experience there with primary school too. Teaching subjects in English was challenging for me, I had to study before preparing a class, ask subject teachers about the topic, read other subject syllabus. After all this, I came to the conclusion that teaching a subject in another language is not an easy task I learned that it is very important to have training to assure a good learning process for students. Then, in 2013 I started working again for the EFS program. This time was in extracurricular classes on Saturdays. I enjoyed those classes since the students attending were really interested to learn English since all of them were always willing to learn new things and work. I did not deal with discipline problems as at school. I always planned meaningful activities for every class for students like “show and tell” activities, festivals, fairs and I could notice how they enjoyed that. In 2014, I started in a different school with the partnership (curricular). From my work there, I can remember I was observed once teaching 9th graders. After the observation, I met the academic assistant, who observed the class, and she told me that it was a good class since the students were motivated to use the target language, to participate and to work. She also told me that I had something that is good and that was the first time I heard that word “rapport”. She told me that maybe I have learned that or that is part of my personality but that was working with those students. I had empathy with them! I realized that was what my first English teacher at Meyer had too. So, without noticing I was following her steps. Some students naturally love learning languages and some others liked languages if they liked the teacher, if they feel rapport with the teacher. One year after, I moved from school with EFS too. I have been working at Biffi School since 2015. My teaching practice has been improving, has grown up because I felt more confident and prepared when preparing and giving classes. I have learned a lot. Teachers never stop learning and shaping their identity. I have

learned from other teachers, from students, from trainings offered by publishers. I have been observed many times by the coordinator. My [teacher evaluation](#) and teacher observation have been good according to the standards of the university. Also, the coordinators of the EFS program have always worried about organizing teacher development sessions twice a year with different topics such as teaching the different communicative skills, lesson planning, use of technology in the class, team work, methodology, material design, classroom managements, which have been fruitful since I have been including in my classes all the practical exercises I went through on those sessions.

From all these sessions, I have learned and applied many things in my lessons. Things that significantly have changed my practice as teacher and have impacted positively many students. Thinking about strategies to manage the discipline in my classroom, especially when working with large classes; methodology to teach the communicative skills, I remember in one of the sessions where we put into practice how to teach reading with a horror story by varying the patterns of interactions and assigning a role for every student. The first time when I tried that I thought it was not going to work for me. But the key was to have the instructions clear for my students and had them see a model of the activity.

This part of my professional life have been remarkable because first of all was my first formal job as a teacher and second, I have had failures and successes that have taught me how to be the teacher I am today.

2015-English coordinator

As I was growing up as English teacher with my experience, my boss considered to give me an opportunity to coordinate a group of English teachers. She said that I had leadership abilities to

do it, and I really appreciated that. I took my role with discipline and responsibility. So, I faced another challenge. I felt very nervous at the beginning because I have always done my things with responsibility and commitment. At that time, I wanted to be an example for all the teachers that were in my team. All the things that I have learned from other teachers, from students, from professional development sessions needed to be used to lead my group well.

The first year as coordinator was hard for me. Having a role like this implies organizing regular meetings with the team; introducing the characteristics of the context, course and the syllabus to the teachers in the level; organizing the teaching material for the course.

Also, leading the design, creating, and piloting of extra activities, assigning work to the level teachers; ensuring that teachers follow the established assessment instruments; generating a cooperative environment among the teachers of the level; following up on the teachers' work carried out in the program and giving feedback.

It costed me tears because my team showed some resistance towards me because the former coordinator was still in the group as a teacher, not as a coordinator anymore. So, she had built a strong friendship with most people in the team. However, the team did all the things that I required from them. But a sense of teamwork was not built. We had a meeting where we could talk about this situation. From this, I could learn that I needed to improve some things for example the fact that I assigned work to teachers but they did not see my support when they were doing the activities.

As years passed by, I promised myself to find that balance, to be a supporter, to be a listener for them. I attended a very fruitful talk about leadership organized for EFS coordinators From that session, I learned some tips on how to give feedback to teachers after class observation, how to

balance my own responsibility at work and my responsibilities as a leader. Moreover, I promised myself to find the balance between academic and administrative duties. I wanted to be also a role model for all the team and showed myself that I could be a good leader to follow. Here not only have I learned how to manage a group of colleagues, but also I have learned to improve my teaching by learning from others when doing teacher observation. I have observed many classes and I have also been observed. This has been helpful because when I received feedback from others, I can realize some aspects of my teaching that could be improve, it makes me also reflect on some aspects that I have not considered before. It definitely enriches my practice.

Another thing I can tell that I have learned from this role is that the language you use, your body language, and attitude can build or destroy a relationship with co-workers. And that's a bad habit I have. When I am talking I do many gestures and that has given me many problems. So, what I do now is to be more conscious about my gestures since I know that I can control them. I think that doing this is hard and it should be part of being professional.

I still have many things to learn. I have being a coordinator for 3 years in the same school. Now, I can handle situations with teachers better but I still need to improve because in the education field you never stop learning.

2014-2016 CLIL presenter

In 2014, I received an invitation to either attend a conference or to be a presenter. I was encouraged to write a proposal to be a presenter about Content-Language Integrated Learning (CLIL). I liked the idea of teaching content through language; a different methodology to the one I knew. But as I researched about it I noticed that this methodology was very demanding, even

though I thought that it could better work with Bilingual schools. Anyway, I wanted to have a try.
Why not?

The conference is organized by Universidad del Norte and Universidad de la Sabana (Bogotá). Many teachers from all over the country meet there to share their experiences with CLIL, to learn from experts and to improve or refresh their knowledge about it. The event takes place every two years. The first year, I attended as a participant. But in 2016, I had an opportunity to share my experience implementing CLIL within an English regular course.

I chose to organize a workshop for teachers where they put into practice and reflect about the principles of CLIL. I wrote an [abstract](#) about CLIL implementation in my context. That proposal was accepted, although I had to do some corrections and send a final version of it.

[I flew to Bogotá with a friend to present](#). But I had that feeling that our workshop would not be appealing for people, I felt very anxious since it was the first time I was going to present in front of people who may have more experience and knowledge than me. For a moment, I thought I could not make it. But guess what?! I had the house full, and I could do it. I brought realia with recycle materials so people were very fascinated with the idea of making something with their hands, of being an active part of the [workshop](#). When I finished, it was great. I felt a relief and at the same time I was proud of myself. I have to say that I liked having prepared a development session for colleagues. I wanted to do this again. I learned from other teachers and their experiences that this methodology benefits my students in the way they can receive good scaffolding, input and output activities that would support the learning of English with the excuse of content.

2016-ICELT course

After years of experience, I decided to continue qualifying my teaching practice by taking a course. I chose to take ICELT because one of my colleagues recommended me to take it since it has been such a fruitful experience for her. When I started, I found that the tutor who taught that course was the same that I admired and wanted to follow when I studied at Meyer Institute.

Remember?. Yes! It was teacher Yuly again. This time she was my tutor again but also a colleague. Starting from having Yuly as my tutor, I knew I was going to have such a wonderful experience there. I have to tell that the ICELT course was very demanding and I had to reach their standards in all the tasks and assignments. The knowledge I had there was different from the ones I got from my professional career at the University. Here not only I learned methodology and strategies but I also applied them right away. After the application I had to reflect on it by telling the pros, the cons and how that could be improved. It means that I was in constant reflection.

All my assignments left a footprint on me. I felt frustrated when doing or applying some of them tough. After every task or assignment, I was required to reflect about the process I had gone through. My tasks from #1 until #3 relate to the teaching of the communicative skills. I had to teach reading, grammar, speaking, and writing based on international standards. L stands for all my lesson plans and RL for the reflections after every class ([L1](#), [L2](#), and [L3](#) // RL1, [RL2](#) and [RL3](#)). Assignments (A) were even harder and more challenging. I had four of them. ([A1](#), [A2](#), [A3](#), [A4](#))

Teachers need to reflect all the time after teaching a lesson, if it really reached the goal, if students were motivated to learn. Before the course, every time I was planning a lesson I took into account the topic and the goals to reach, but what little did I think about my students' learning style and paces. And this is something that has become important in my teaching

practice, every time I plan I think about every student and the whole group. And I tried to put their need first so they can show progression and motivation in all the activities carried out.

So when I was learning about lesson planning it asked me to describe the target students. Which means that I have to think about them seriously; what they enjoy and what they liked. That was one of my enriching experiences from that course. I learned that lesson plans were not a straight jacket to follow. There was not a perfect lesson. The most important thing is to have achieved the goal, the purpose of the class. Another thing that really changed me was analyzing my discourse in terms of my interaction with students. Oops! I did not even know that that was important. I discovered and included strategies to minimize my talking time and to maximize students'. I changed to use so many evaluation questions to more follow-up questions.

After every class, I was asked to reflect on what I have learned in the previous one. And I can conclude that after every class I needed to be aware that education is wonderful as long as I can do it with passion, love and professionalism.

There was another activity that I want to mention that made me also reflect on my own identity. I was asked to draw myself, on a piece of bond paper, about how I saw myself in that moment. Since I had to represent it on a drawing, I drew a mountain and I draw myself as a hiker, wanting to reach the top of the mountain. However, my way was not being easy. There was a big obstacle which I had to overcome which was the weather. On my drawing the weather was stormy, cloudy, and windy. Those obstacles in my real life were the anxiety of learning new things and facing new challenges, frustration when doing things. Even, that feeling of quitting when also facing financial problems or being struggling every time I wanted to study. On the top of that mountain, the goal was set. I drew a flag with "master degree" phrase on it. I painted myself

struggling to get to the top, but motivated to reach that big goal. At the end of the activity, we had to share our drawings and obviously that made me cry. After that moment, I felt that I had a duty with myself and it was “Reach your dreams” no matter what. And here I am! Empowering myself to be an inspiring teacher.

The final assignment of this course was a lesson that I needed to teach to be observed by someone coming from Cambridge University. I prepared my lesson plan following the standards of the course and applying everything I learned from it. I remember that all the colleagues who were also waiting to be observed felt as worried as me. After that class, I received feedback from the lady in charge. I still need to better some things when I am teaching, things such as wanting to control the class, monitoring my students all the time. I was suggested to give them more freedom to use the language. I mean to let them learn and give them some space for them to feel free and autonomous.

2017-Specialization in English teaching

After finishing the ICELT course, I was seduced by the idea of taking a specialization in English teaching- (see <https://www.uninorte.edu.co/web/especializacion-en-la-ensenanza-del-ingles>). I felt that I was ready to take my next step. The specialization lasted one year. Some of the subjects taught in the Specialization were methodology, material evaluation and design, needs assessments, learning processes, academic writing among others. From every class and every teacher I got something, something that impacted meaningfully in my teacher practice.

In the methodology class, I remember that the class went to the process of identifying, and reflecting on every methodology from the most traditional until the most updated ones. I reached about 4 reflections to complete all the assignments required ([R1 \(the teacher I was before, the](#)

[teacher I am now](#)), [R2\(My method\)](#), [R3](#), [R4\(CALL/MALL\)](#). My classmates and I were also assigned different methods (I had to teach vocabulary-see [lesson plan](#) and [materials](#)) and within that method we were meant to plan a micro lesson putting into practice all that we had been talking about. I was assigned to talk about Task-based learning approach. That was meaningful to me because I had some knowledge about it from my ICELT class. My methodology professor made me understand that behind every methodology there were many aspects trying to be covered such as the learning styles, intelligences, and learning paces. One of the most significant activities I did in this class was reflecting on my own methodology. So, I was asked to write about it. I had to explain the characteristics of it and all the things I took into account when teaching. I had to also give it a name (see – [My methodology task](#)). In it, I explained what I think it works for me, my beliefs and how I conceive teaching English.

Likewise, the class called “learning processes” was very fruitful since it made me be aware of the class process as such. The interaction partners, how roles worked in my class and talking times. From all the activities I had, I remembered that I had to observe a class and add evidences of learning approaches and learning strategies (see [Reflection on observation](#)- [Reflection on learning strategies](#)). Another one was ~~about~~ recording a class and analyze it following the Sociocultural learning theory of (see- [Assignment on SCT](#)). After transcribing it, I had to analyze and classify the type of interventions I made. If they were only evaluative, or if I gave my students’ opportunities to follow up their participation. It was shocking for me because I discovered that I was the one that talked most of the time . I still working on it but I have to say that I TALK! I need to be aware that the class is not about me talking, it is about offering my students the time to participate and practice the language.

The material evaluation and design class was just as great as the professor. I learned many things about this subject. From the professor I learned to be on time and ready with all the materials for the class. From the subject, it was meaningful the fact that I had to design a unit. I loved doing this because I got very creative in the creation of the unit (see [My unit creation](#)). I had to design [a sketch](#) of all the things materials should have. But before presenting my last assignment, I went through a practical process in which first I had to evaluate materials (see – [Assignment on material evaluation](#)) , the principles of material design, and how to add it, change or even [designed skill-based tasks](#) in order to cope with my students needs and learning styles. All needed to be coherent and sequenced to really let students improve their abilities.

After everything I learned, my [graduation day](#) arrived. I can not describe how I felt. It was satisfaction mixed with happiness of having reached an important step in my life. I could compare that feeling with maybe the same Nairo Quintana felt when he won his first cycling championship. [Receiving my specialization diploma](#) was getting a ticket for my next stop: the Masters!.

2018- Masters of Arts in Teaching English as a Foreign Language

In this part of my teacher development, it is where I have the freshest memories since I am still on the way to get my master degree. Before I started, I was curious to know what the personal and professional gains that I would get from studying this (see profile here -

<https://www.uninorte.edu.co/web/maestria-en-la-ensenanza-del-ingles-modalidad-profesional>)

Up to this moment, I am more aware of the importance of teacher reflection either by writing a journal on your own or doing assignments. In my case, I wish I could have a journal on my own,

but it is still enriching to complete assignment in which I have to reflect after every session.

Every time, a class was finished I started thinking about what I have learned and what I would try to do new in my teaching practice.

I can not tell that I had a favorite subject or a favorite professor. All I have to say is that in every class there was something fascinating and new that I would get from the session. I must confess that I was terrified of thinking about doing research. I had not had a good experience in my past research attempts because nothing was meaningful to me, especially because I saw it as a not-so easy process that demanded a lot of time. I was not clear about all the process, about all the consideration one needed to have. However, at the beginning of my masters I dared to do it. At the end of this chapter, I will give more details of this.

For now, I am going to start by talking about moments, reflections and assignments I went through in every subject (Assessment, discourse analysis, mediations, research module, education, language and democracy) that left important remarks.

My assessment class was very shocking for me. One of the first's class activities was to present a sample of one of the exams I currently use in my classes. I was showing it off , when I took it to my class because I “knew” what I had to know about it. But when I was required to evaluate it using a checklist with some of the basic principles, I got a cold water bucket. My exam lacked many characteristics. So, I went through a process of reading theory; I analyzed my classmates' samples too. I had to change it, taking into account the feedback I received from the professor and classmates. It was great to see the final result of it (see- [assessment reflection on assessment design](#)). Among the things that were meaningful to me, was the rubric design that I did following the nature of every skill. I had to create one for speaking and I had to consider the genre, the

content. I included the new rubric on the exam that I was improving. One funny anecdote I had to mention is when the professor was giving feedback on the exams, she realized there was something weird in the general instructions part because it said “Cheating or fraud will result in elimination”. She was joking with that because she said that what I meant with it was that if I caught one of my students cheating, I would kill them. It was understood as a threat. It was funny too me but at the same time I reflected on the importance of writing clear instructions.

I was asked to prepare a presentation after reading a text. Since teachers are known for being very creative, my group created a presentation for us to reflect on the importance of the process of assessment (see- [final presentation on assessment](#)). I was more aware of the fact that teachers need to observe, piloti, and apply some changes that will benefit students and will make the assessment process more effective for everybody.

For me as a coordinator it was very important to learn and reflect on teacher’s supervision. I loved this part because I felt that was something that I needed to put into practice. The assignment for this part of the module was fruitful since I had to design a criterion for teacher’s supervision. Most importantly I had to base it on my own context. So while reading and designing it I realized that this process is very important when supervisors or coordinators want teachers to improve their practice, behavior and skills. (see – [final assignment on teacher’s supervision](#)).

Discourse Analysis was both interesting and difficult. I learned about many ways to analyze discourse, messages, positioning people, etc. I learned about critical discourse analysis and positive discourse analysis. On every class, we had the chance to analyze one discourse from different sources such as books, magazines, newspapers, speeches and so on. We spent two

classes analyzing one text chosen by us. My group chose to do it with the transitivity analysis. It was hard at times because there are many things you can pay attention to. The statements can have different meanings. (see- [transitivity analysis](#)). On the other hand, my mediations class was great. I did not know there were so many online platforms to work with. Furthermore, I did not know that before using it, it was necessary to evaluate the platform. The professor taught me a platform called iPAC used to evaluate apps, websites and other online resources. My final assignment was about using one or two of the websites or apps, interview my students to know their opinions and writing some final thoughts about it. I created an e-book along with a reflective paper related to the learning process of the class (see- [ebook](#))

In this part of the master (4th semester), I feel that I am renewed after every session. I learn new concepts, have new experiences and theory. I could not have imagined how significant this would be for me. I feel that I have updated my persona. I feel I want to change education. I criticize myself every time I want to rush preparing classes, I am absorbed by my workload, and other things. In my profile as a coordinator I feel more empowered with clear criteria to talk to my group.

Reference

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APPENDIX B

NARRATIVES FROM PARTICIPANTS

Interviewee 1

I met Laurys some years ago. She was a student in one of my classes at Universidad del Atlántico Language Teacher Education Program.

One initial characteristic called my attention. Her attitude. Laurys was the kind of person that was always focused and ready to learn. Everything seemed to be new and exciting for her. As a result, she was able to follow instructions, to work in cooperative groups and to go beyond the requirements of the given task.

At the beginning, She was a bit shy, teacher dependent and even insecure at times, but willing to participate in class and live new experiences. Little by little she was gaining confidence and with the support of her closer team of friends, She began to show her leadership. Her enthusiasm for learning began to turn into passion. She increased the quality of her work and gained more and more confidence.

It was at that moment in which I began to feel that She was developing many of the basic characteristic that successful teachers have: love for learning, a collaborative spirit, love for teaching, discipline, high personal and professional standards, among others.

The shy and insecure girl was turning into a more mature student teacher. By the end of her studies, She was not my student any longer, but I could see from a very short distance, that She continued placing the foundations of her professional development as a language teacher.

Interviewee 2

Laurys Castro: A nice professional development experience

When I think about Laurys Castro different words come to my mind: determination, hard work, excellence, professional and growth. I have known Laurys for many years and I feel very proud of having witnessed all her growth not only as a person, but as a professional.

I remember I first met Laurys when she started to study to become a bilingual secretary at Meyer Institute in 2005. I remember her as a young girl full of hopes. She stood out from all the girls in the group. I remember all the teachers used to mention how good she was. She was appointed the monitor of the group because of her responsibility and dedication. In my classes, English classes, she was always prepared and she seemed to enjoy every lesson. It called my attention how easy she learnt and how dedicated she was. Her graduation as a bilingual secretary was a very special day for her and for me. I had learnt to love her as my little girl.

Because of that, I felt very proud when she told me she was going to study to become a language teacher. That day I felt was sure she was not going to be a good teacher, she was going to be one of the best teachers, and I was not wrong. I remember I asked her to lend me the books she was using at the university so that I could update my materials at the Institute and she called me a couple of times to lend me her books to copy them. She used to talk to me with a lot of respect and admiration, but the last time I met her at her university's gate I noticed something different in the way she talked to me. She did not see me as a teacher to admire, she saw me as a colleague. I could notice she was more empowered and I remember I felt really happy and proud of her one more time. Unfortunately, she never called me again to share her books with me. At that time, I

remember feeling nostalgic not to know anything from her but I was sure she was going to be a great teacher.

Some years later, I ran into her at Universidad del Norte. Life had brought us together again. This time we were working in the same place. I was coordinating a postgraduate program and she was working as an English teacher at schools. That day, we said hello quickly, but I did not feel her as warm as she used to be. I thought she had grown up (as mothers feel when babies do) but I was really happy for her and once again I was sure she was going to do a great job. Surprisingly, sometime later I heard she was not doing very well and she was having problems with the program. I remember I said to that person: “How strange, I’ve known her for a long time and I know she is good”. I knew she stopped working for the program for a few time. During that time, every time they needed a teacher for extension courses, I always said: “Remember that girl Laurys, she used to work with XXXX at schools, she’s good”, but that was not the right time for her.

After some time, one of my best friends started to coordinate the EFS program and Laurys started working at schools again. I knew my friend would agree with me about Laury’s excellent work. She has always shown responsibility and dedication. So as a professional, she was a resourceful teacher, always looking for different ways to do things better and to be a better teacher.

We were both working at Uninorte, so It became normal to run into each other and say hello once in a while. When Suddenly, One day I met her again in my ICALT course. I thought how great it was that she had not only become a good teacher, but she also wanted to continue growing. I remember enjoying her dedication. As always, she did all her homework and she had something

not every ICELT candidate have: She always wanted to read more, to go deeper, to really understand and do things perfectly. However, reflection was not easy for her at the beginning. Trying not to practice from theory, but to theorize from practice was hard for her. Because of this, She had to repeat some of the assignments and I could see the frustration it caused her. She was good, and she knew it, so trying to go beyond that was a big step and it caused her. In the teaching practice lessons, she was also good, and when things did not go as perfectly as she was used to, it was difficult for her to understand why. I think she was so used to be good and to hear people acknowledge it, that when somebody told her she could do things better, she could not believe it. That was the impression the ICELT evaluator got from her: She needs to really accept that she can do things better.

I think ICELT was a hard experience for Laurys, but she has always been determined to do something else, to never stop growing professionally. That's why she decided to take the specialization. I was not surprised to see her in the program. I knew she was going to be one of the best and, of course, she was. I remember again noticing her enthusiasm in the methodology class. Although she had studied some of the topics in the ICELT course, she always enjoyed the lessons and, as usual, her homework, presentations, and papers were really good.

After all these development courses, she has also grown professionally, she has become the program coordinator at one of the schools. Her organizational and leadership skills are helping her to become a better professional all the time I can't stop feeling proud of the great professional she has become.

RETROSPECTIVE RECOUNTS – LAURYS CASTRO

I met Laurys in 2013 when I was the coordinator of the English for Schools program. I believe I interviewed her that year for a position opened in the city of Maicao. But, we didn't hire her for that. From that interview, I remember having the impression of a very enthusiastic teacher. Her personality was very energetic, outgoing. She was very easy to talk to. Her English level was also very good.

I saw her again in 2014, when I came back from my maternity leave. She had been hired by the person who was in my position during that time, in one of the extracurricular programs. During her work in the program, she showed high levels of commitment, responsibility and, especially, her teaching skills were really outstanding. She was a very dedicated, creative, resourceful teacher. Also, her relationship with the students, as well as the teaching staff was really good. This is why, when there was an opening in one of the curricular programs, we didn't doubt about hiring her.

Something that I particularly remember about her was her willingness to help her friend Johanna, who was coordinating that program at the time, with all the activities and even responsibilities she had. She was very collaborative and didn't mind to run the extra mile to help her. At the time, one could think that this was because the coordinator was a very good friend of hers, but she then proved that she is always like this.

In 2015, the program where she worked ended, so we hired her for a different school that year. This time, she was part of a bigger team of teachers. I have to say that her character never changed. She kept being the same dedicated and committed teacher. In teacher meetings and professional development sessions, she always had an outstanding performance. As a

coordinator, I felt she was the kind of teacher you could always go to, with any project or task, and she would always be willing to help. Also, she is a very enthusiastic person. I don't remember a time when I met her that she wasn't smiling or laughing. She is a very friendly person.

After I left the program, I learned that she had been appointed as the coordinator in that school, and she has been in that position for a couple of years now. That shows that she has many skills not only as a teacher but also as a leader.

I have kept contact with Laurys at a professional and personal level ever since. She has contacted me a couple of times asking for help with academic issues (reviewing a presentation proposal for CLIL, sending reading materials for her studies, etc.). This shows me that she's always looking for ways in which she can make her work better. She's not afraid of asking for help when she feels she might need it.

I was also her teacher in the module *Classroom Project II* in the *especialización*. I have to say that this time I felt she wasn't the same Laurys I had met before. Sometimes, I felt she was not totally present in class. I have to say that she had to be late to some sessions because of her work schedule, maybe this affected her participation in class. There was something in her that worried me at that time. However, this seemed more of an emotional/personal issue. Her academic performance during this module was always good. Her papers as well as oral presentations were really outstanding and professional, as usual. She kept very good grades and her work reached high standards. This tells me that, even when not feeling too comfortable in a situation, she still can do her best to succeed. I may think that her attitude in class was probably a matter of too

much work, too little time. Maybe she was just too tired (this module was one of the last ones in the program).

Interviewee 4

I met Laurys Castro De la Hoz on August in 2005, we were students at Universidad del Atlántico, she was always a good student, she was good at English language classes. We studied almost the whole under degree together and she was very responsible with her tasks and activities. After finished studies, we had the opportunity to work in the same place with EFS (English For School).

In Sincelejo, that was in 2011, we shared the workplace, she was a teacher in preschool, there I discovered she was really creative and she loves teaching kids. After that, we worked in a different school in Barranquilla and there she was teacher in high school, she was a committed teacher there too, I admire the way she teaches and the rapport she builds with her pupils.

We continue working with the same program EFS, but now we had the chance to be in a different workplace, with better logistic conditions, she was teacher in elementary and high school. In 2015 she decided to study ICELT (In Certificate English Language Teaching) again, we share the academic field, she was one of the best students in this class, she showed again her responsibility and commitment with her own educational process.

Finally, I shared with Laurys two semesters of post graduate Teaching English Degree, we graduated in the same ceremony and we continue working in the same place, which is the best way to observe her teaching growing process. I like the way she applies her new knowledge,

because everything she learnt, she did in her classrooms, that is something really admirable. In this last phase, we had the third semester of master degree and she keeps working on being an expert English teacher.

APPENDIX C

DOCUMENTS

Technical Education



NOMBRE CASTRO DE LA HOZ LAUREY EDITH FOLIO 3165

GRUPO F

PERIODO _____

I SEMESTRE

MATERIAS	I	PRO	II	PRO	III	PRO	IV	PRO	V	PRO	VI	PRO
INGLÉS	43		48		50		48		48	47	47	47
SISTEMAS	50		50		50		50		50	50	50	50
CONTABILIDAD	50		50		50		50		50	50	49	49
ESPAÑOL	50		45		50		44		45	47	48	47
RELACIONES HUMANAS	50		50		50		50		50	50	50	50
ORTOGRAFÍA	50		48		50		50		45	49	48	48
GESTION SECRETARIAL	50		49		50		50		50	49	50	49
REDACCIÓN	48		40		48		48		45	46	50	48
MECANOGRAFÍA	50		45		43		50		47	47	48	47
DICTADO Y TRANSCRIPCIÓN	50		50		45		48		45	48	45	46

I. BIM DIRECTOR _____

ACUDIENTE _____

II. BIM DIRECTOR _____

ACUDIENTE _____

II SEMESTRE

MATERIAS	I	PRO	II	PRO	III	PRO	IV	PRO	V	PRO	VI	PRO
ENGLISH	39		40		45							
SISTEMAS	50		50		50							
CONTABILIDAD	50		50		50							
TEXT PRODUCTION	42		32		35							
ADMINISTRACIÓN	50		43		50							
FILE ON THE JOB	50		50		50							
BUSINESS	44		37		32							
TYPING	49		48		47							
SPELLING-REDACCIÓN	49		43		42							
READING	42		38		30							

III. BIM DIRECTOR _____

ACUDIENTE _____

IV. BIM DIRECTOR _____

ACUDIENTE Laurey Castro

Concede A:

Que: Laurys Edith Castro de la Hoz

Una mención de honor por su buen desempeño académico



RICARDO CORTINA PADILLA
DIRECTOR ACADÉMICO



ROSA MARGARITA GÓMEZ R.
COORDINADORA DE SECRETARIADO

Barranquilla, 26 de Noviembre de 2005



REPUBLIC OF COLOMBIA

A School of Vocational Education Authorized under
Resolution No. 0778 by the Secretary of Education
in Barranquilla has conferred this Certificate in

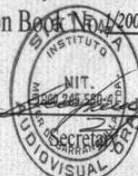
Computarized Bilingual Secretarial Course

upon Laurys Edith Castro De La Hoz

for having successfully completed 1200 hours in our
Academic Vocational English Program

on this 29th day of July in the year 2005,

Folio No. 3165 Academic Certificate Registration Book No. 12004



Undergraduate Education

Consultar registro académico extendido					
Identificación			Nombre		
1129535204 HOZ			LAURYS EDITH CASTRO DE LA		
Categoría			Situación		
ANTIGUO			ACTIVO		
Programa			Pénsum Ubicación Semestral		
LICENCIATURA EN EDUCACION BASICA CON ENFASIS EN IDIOMAS EXTRANJEROS			ED. BASICA ENF.		
Periodo	Período	Ponderación	Ponderación	Promedio Periodo	P
2005 - 2		37	37	4.48	
Código	Materia Hab.	Ponderación Def.	Grupo	Final	
30225	PRACTICA PEDAGOGICA I		2 16	4,5	
30510	SEMINARIO TALLER DE INVEST. I		5 16	4,6	
30611	SEMINARIO TALLER DE PEDAG. I		5 16	4,8	
30615	DESARROLLO HUM GRAL Y DEL NIÑO		3 16	4,5	
31036	CULTURA, FISICA Y DEPORTE		2 16	4,1	
61109	LENGUA Y CULTURA INGLESA I		6 16	4,4	
61221	LENGUA Y CULTURA FRANCESA I		6 16	4,2	
61316	LENGUA Y CULTURA ALEMANA I		6 16	4,7	
61420	INFORMATICA APLICADA A LA EDUC		2 16	4,5	
Periodo	Período	Ponderación	Ponderación	Promedio Periodo	P
2006 - 1		31	31	4.28	
Código	Materia Hab.	Ponderación Def.	Grupo	Final	
30226	PRACTICA PEDAGOGICA II		2 16	4,9	





REPÚBLICA DE COLOMBIA
MINISTERIO DE EDUCACIÓN NACIONAL

ORDENANZA 42 DE JUNIO 15 DE 1.946 REGISTRO ICES No. 1202



CONFIERE EL TÍTULO DE
**LICENCIADO EN EDUCACIÓN BÁSICA
CON ÉNFASIS EN IDIOMAS EXTRANJEROS**
A
LAURYS EDITH CASTRO DE LA HOZ

C.C. No. 1.129.535.204

EXPEDIDA EN

BARRANQUILLA - ATLÁNTICO

QUIEN CUMPLIÓ SATISFACTORIAMENTE LOS REQUISITOS ACADÉMICOS EXIGIDOS.
EN TESTIMONIO DE ELLO OTORGA EL PRESENTE

DIPLOMA

EN LA CIUDAD DE BARRANQUILLA, A LOS 15 DÍAS DEL MES DE Diciembre DE 2010

DECANATURA DE LA FACULTAD
Libro No. 3-A

Acta No. 1114

RECTORÍA DE LA UNIVERSIDAD
Folio No. 50
000000

SECRETARÍA GENERAL
Registro No. 8972
Fecha 15 de diciembre de 2010

Postgraduate education

POST LESSON SELF REFLECTION

The self-assessed lesson was carried out in 10th grade, with ages around 15 years old. They are taking the pre-intermediate level 4 hours a week. The topic was “Adventure”. During this lesson, I pretended to work on the past continuous tense. I tried to plan this lesson following my syllabus, activating students’ previous knowledge, having in mind their interest and ages.

The main aim was to have students review the usage, function and form of past continuous and write a diary entry taking into account their past experiences. Those objectives were achieved. The students put into practice their knowledge along the lesson.

SUCCESSFUL ASPECTS

- Students' motivation.

Students showed very enthusiastic in every part of the lesson. They got the chance to express themselves, to play a game and to get engaged with the class. Starting from the warm-up stage until the production part, they had fun and reviewed some action verbs they did not remember. I was able to integrate with them and correct some mistakes through the activity.

- Students Talking Time.

One of my personal aims was to increase students talking time (STT). This personal aim was also reached because students got to communicate themselves using the target language. They remembered and used some useful expressions in English and recycled some vocabulary and verbs in their speech. I encouraged communication among them when they worked in different patterns of interactions.

UNSUCCESSFUL ASPECTS

- Time management.

This aspect has always been one of my things to improve. I was not able to complete the last stage I had planned for the class either because I did not remember that day we had a different schedule (45 mins) and I did not make a plan B. I think also that I took too much time in the warm-up part of the lesson so the class really started 5 minutes later.

- Lesson aims.

Since I did not have time to complete the lesson, my last stage of the lesson -which was my last objective- was not reached so I could not see how well my students produced in past continuous. Also, I did not explained or modeled my students the necessary features that they must have in mind when writing a diary entry.

SUGGESTED CHANGES

After identifying and self-reflecting on our own teaching practice, I must set a goal for myself, I would include in my lessons a plan B. Taking into account and adapting myself to external factors that can affect my time management. I would shorter the time in every activity students do in the classroom without ignoring that the lesson is a process students go through to achieve a goal.

On the other hand, I must not forget that every aim I set must be measurable and reachable. So, the activities would be address to achieve the goals and it has to be coherent with the topic and the target language and level.

ACTION PLAN

For upcoming lessons, it is relevant for me to read about time management and take into account all the techniques and advice the writers suggest. I would read this practical article about time management from the Stanford University in its virtual version:
http://web.stanford.edu/dept/CTL/Student/studyskills/time_manage.pdf

To set realistic goals, I would read a virtual text called *writing learning objectives* (online version). All this to evaluate and analyze my aims before preparing every single activity that actually help me to achieve the aims of the lesson.

Another important aspect that concerns to my personal development, I am currently taking my ICELT course that is very useful to my role as an English teacher. One thing, I can also do is to have a conversation with my tutor so she can help me improve the unsuccessful aspects mentioned before.

Lesson plan

Name of teacher: Laurys Castro De La Hoz				Candidate Number:	
Institution: Colegio Biffi-La Salle-Uninorte					
Date of Observation:			Time of observation	Length of class	
DAY	MONTH	YEAR			
12	08	2015	7:35- 8:25	45 mins	
Class/grade: 7 th			Room: Sala interactiva		
Number of students: 16			Average age of Students: 12		

Number of years of English study (students): 4 years	Level of students Pre- Intermediate
Lesson Number 7	Observer: Yuddy Pérez
Aims: By the end of the class, Students will have <ul style="list-style-type: none"> • Identified some expressions in a job interview • Understood and respond to some interview questions • Demonstrated fluency and accuracy in a job interview situation Personal aims: <ul style="list-style-type: none"> • Give clear instructions • Reduce TTT • Encourage Sts to use the target language 	
Assumed knowledge: Sts are familiar with jobs Most of them know the vocabulary related to personal qualities Sts are aware of the uses of present perfect simple	

Description of language item / skill

Sts will take a role (one as the applicant and the other one as the interviewer). Then, Sts will simulate a real life situation about applying for a job. Sts will ask and answer questions about experiences and actions in the past that is not specified by time (present perfect simple). For example, how long **have** you **worked** in this field?. Also, Sts will use the falling-rise intonation in questions and the correct pronunciation in each word.

In the other hand, Job interviews are very formal in tone, vocabulary and expressions. These items are achieved by the use of coherent and fluent discourse. Accuracy and fluency are two factors that can determine the success of communication in L2. The first one refers to the use of correct form where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language. And the second one is defined as the ability to get across communicative intent with the correct pauses, hesitation and intonation. In other words, accuracy refers to the correctness of the language being produced by the speaker; and fluency is the ability to speak accurately, quickly and with the appropriate intonation and expression.

In general, An interview means a face to face interaction between the interviewer and the candidate/candidates to obtain desired information from him/them. Interviews generally need a preparation. Interviews have a definite structure such as the warm-up (personal information), the information exchange (weaknesses and strengths), and the wrap-up (questions for the interviewer). Clear communication should take place during an interview. All interviews have a definite purpose.

Materials :

(please include source and attach all materials)

Hughes J. 2014. Life pre-intermediate Student book. Cengage. P

Evaluation of applicants worksheets

Email template worksheets

Words related to job interview cutouts

Video beam

Audio Cd

Office equipment elements

My methodology

SYNERGY LANGUAGE TEACHING (SGLT)

CONTEXT

Biffi-La Salle school is located in Barranquilla, Atlántico. It is surrounded mostly by businesses or condominiums. The school has 120 years educating a huge number of Barranquilla people. It is a catholic school and currently has 907 students from preschool until high school (11th grade). Attending to the orientations of the Minister of Education, the school wants to have students reach the level B2 in the learning of English at the end of high school. The school has two years holding a partnership with Universidad del Norte, with the program called “English For Schools (EFS)”.

Focusing on a specific group, this class has 13 adolescents in 11th grade. Their ages are around 16 and 17 years old. They are in B1+ level (according to the European Common Framework). In this group, English classes are five hours per week in which they develop regular lessons as well as different projects such as readers, ICTs, and CLIL every week. Every lesson takes 50 mins.

Students are used to having technology as a visual aid, flashcards, board games, their course book and worksheet designed for their needs. Furthermore, students have experienced classes with a variety of communicative skills: reading, listening, speaking and writing.

Taking into account what I have observed, students feel more comfortable and show a better performance in speaking and listening activities. Writing tasks gives them a hard time because they need to follow a process –sometimes long- and produce the final text. 11th grade learners likes participating in games and competitions. In general, this class enjoys expressing their ideas, sharing their own experiences, and having challenging activities. Also, most students enjoy kinesthetic and visual materials more than auditory. They also like being praised all the time by giving them extra points, writing their name on the “best performance box” or simple by saying their names in public. Some of them need to have extra practice at home.

On the other hand, one of my role in my classes as a teacher is being a guide. It mainly consists of activating students’ prior knowledge, motivating them, and making them comfortable and responsible for their learning. Based on the previous description, the following chapters presents how my particular believes and approach works on teaching a second language –English-.

PRINCIPLES

Synergy Language Teaching (SGLT) is my approach for teaching English as a second language.

Its basis are focused on the following items:

- The learning aims layed on the acronym S. M. A. R. T. Every activity is planned following a concrete, measurable, achievable, realistic and timed goal, which is evidenced on the sequence of the tasks in the class, the context of the lesson and the time the class elapses.

- My role as a teacher in this approach is to give the students the scaffolding enough to perform a task. In addition, giving them support, monitoring their learning, motivating them and making them feel comfortable in their community by building up a sense of belonging and friendship is the key to enhance students' learning process. It is mostly a passive role.
- On the contrary, Students are the main character in the play (class). They are all the time active through having a role in the activities. Students are engaged on the lesson as well as identified with their own learning style and strategies to learn.
- In SGTL, speaking is emphasized. Students are able to communicate orally with other by talking about their own experience or by performing a specific situation in the class. However, reading, writing and listening are taking into account as a way to have a whole communication tool in the acquisition of the language.
- Grammar and vocabulary are not the most important language skill. However, it is learned through the practice of a communicative skill.
- The students need to reach a higher level of cognition in the lesson. The teacher explain them the task and how it will be achieved.

- The students face a variety of activities with different learning styles such as auditory, visual and kinesthetic.
- Feeling free to make mistakes is a must. The students have a safe environment where they can express themselves either oral or written. The teacher creates a space for self-correction or peer correction. The feedback is given in a quantitative or qualitative way. The students are praised most of the time.
- Every activity has a clear outcome. Activities such as games, competitions, movies and songs are taken into account in every activity where fun and content is mixed.

In-service teacher experience





Formal Observation

Profesor	Laurys Castro	Observador	-----		
Nivel/Programa	4th grade	Lugar/Salón	Biffi – La Salle		
Número de estudiantes	15	Fecha	07	05	2015

Objetivo de la clase	<p>By the end of the class, students will:</p> <ul style="list-style-type: none"> • Describe unusual animal senses. • Compare and contrast human and animal senses.
Información adicional	
Fortalezas del docente	
<ul style="list-style-type: none"> • T speaks English all of the time. • T praises students constantly. ☺ • T uses variety of material (book, PPT, pictures) and activities to keeps students engaged in the topic. • T provides enough examples to present new ideas and vocabulary. She models the activities. • T encourages all students to participate using L2 all the time. • T shows good control of the class. • T is very active and dynamic. (use of body language ☺) 	
Áreas de mejora del docente	
Calificación general	

Cumple con las expectativas <input checked="" type="checkbox"/>	Necesita mejorar	No satisfactorio <input type="checkbox"/>
---	------------------	---

Firmas							
Observador	Aura Quintero			Profesor	Laurys Castro		
Fecha	DD	MM	AAAA	Fecha	DD	MM	AAAA

ENSEÑANZA APRENDIZAJE	las expectativas	Necesita mejorar	No satisfactorio	No se observa
E-1: El profesor planea la clase para alcanzar los objetivos que reflejen el currículo.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-2: El profesor selecciona/adapta materiales/actividades apropiados para los aprendices u objetivos de la clase.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-3: El profesor incluye una variedad de actividades, patrones de interacción y ritmo de aprendizaje.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-4: El profesor da instrucciones clara y confirma que los estudiantes las hayan entendido.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-5: El profesor establece y realiza una secuencia lógica de eventos dentro de la clase (orden y transición entre las actividades).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-6: El profesor promueve al máximo el uso de la lengua (habla, escucha, lectura, escritura) en los estudiantes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-7: El profesor mantiene el interés y participación de los aprendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-8: El profesor adapta el plan de clase y/o actividades de acuerdo con las necesidades de los estudiantes cuando sea necesario.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-9: El profesor aclara el uso/significado de nuevos términos, estructuras y funciones de la lengua de manera efectiva.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E-10: El profesor es capaz de identificar cuando los estudiantes no entienden un tema y toma acciones correctivas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-11: El profesor corrige apropiadamente a los estudiantes cuando sea necesario.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-12: El profesor monitorea el desempeño de los estudiantes y da la retroalimentación adecuada.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-13: Lo realizado por el docente en clase está en consonancia con el enfoque metodológico del programa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comentarios:				

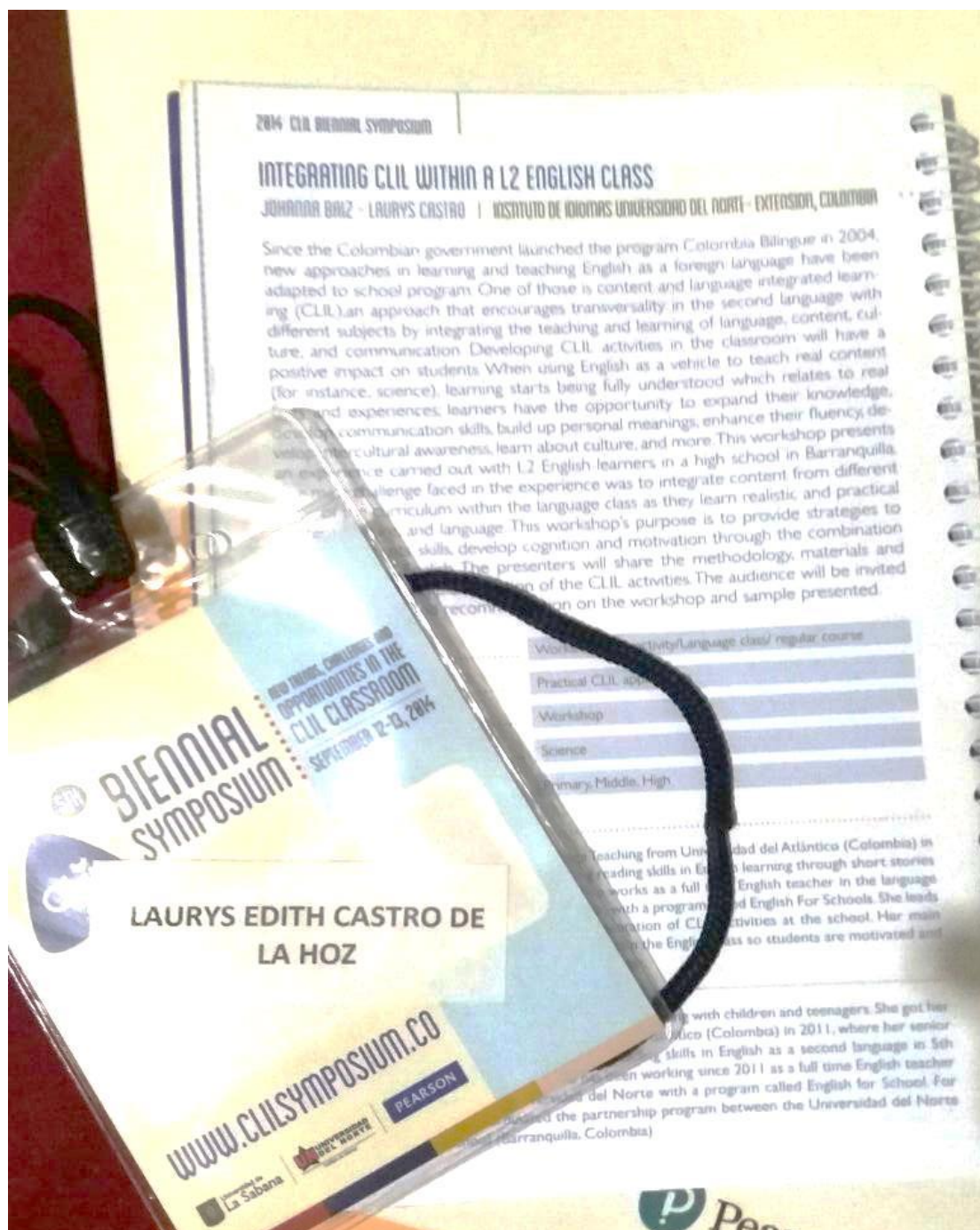
LENGUA/CONTENIDO	las expectativas	Necesita mejorar	No satisfactorio	No se observa
L-1: El profesor demuestra un manejo de lengua apropiado para el curso que enseña y es un buen modelo para los estudiantes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L-2: El profesor demuestra conocimiento actualizado y preciso del contenido de la asignatura.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L-3: El profesor utiliza la lengua de manera apropiada para propósitos de la clase.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L-4: El español solo se usa cuando es necesario para facilitar el aprendizaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comentarios:				

AMBIENTE DE LA CLASE	las expectativas	Necesita mejorar	No satisfactorio	No se observa
A-1: El ambiente general de la clase promueve el aprendizaje de los estudiantes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-2: El profesor tiene una relación y comunicación respetuosas con los estudiantes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3: El profesor está atento a las necesidades de sus estudiantes y los involucra en la clase.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-4: El profesor aprovecha al máximo el tiempo de la clase para facilitar el aprendizaje.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-5: El profesor mantiene la disciplina del grupo de manera respetuosa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-6: El profesor organiza el espacio de acuerdo con las necesidades de las actividades.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comentarios:</i>				

ÁREAS INSTITUCIONALES	Sí	No	Comentarios
O-1: El número de estudiantes es el adecuado para el desarrollo de la clase.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
O-2: El nivel de lengua de los estudiantes es consistente con el nivel que cursan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
O-3: Los estudiantes participan activamente en la clase (puntualidad, tareas, preguntas, desarrollo de las actividades, uso de tecnología).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

O-4: El profesor llega puntual a la clase y cumple con el tiempo establecido.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
O-5: Los materiales incentivan la motivación de los estudiantes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
O-6: Los materiales son apropiados a la edad, contexto y nivel de los estudiantes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
O-7: Los materiales están actualizados.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
O-8: Se evidenció algún tipo de aprendizaje en los estudiantes durante el desarrollo de la clase.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Comentarios:			

Events





APPENDIX D

QUOTES FROM SOFTWARE ATLAS TI 8.0

Proyecto (Self-Narrative)

Informe creado por lenovo en 11/12/2018

Informe de documentos

Documentos seleccionados (1)

1 NARRATIVES

Documento de texto, 77 citas

0 Grupos

40 Códigos transitivos:

- Academic challenge

4 Citas:

**1:15 The very first day I entered the University I felt anxious, excited an.....
(9484:9793) - D 1: NARRATIVES-RESULTS**

The very first day I entered the University I felt anxious, excited and even worried because this was a public university and I did not want to miss classes because of their famous strikes. I wanted to learn new things and what's behind a class – methodology, lesson and material preparation, grading students.

3 Códigos:

- Academic challenge / ○ Feeling of anxiety / ○ Feelings of expectations

**1:68 I heard that a higher graduate institution admission process had opene.....
(4155:4442) - D 1: NARRATIVES-RESULTS**

I heard that a higher graduate institution admission process had opened. I knew what I wanted. I wanted to become a teacher. An English one. That means that not only on my graduation day was I happy because of my graduation; but because I knew that I had been admitted to the University.

1 Códigos:

- Academic challenge

**1:76 Another important process was my professional practicum and my thesis.....
(13779:14197) - D 1: NARRATIVES-RESULTS**

Another important process was my professional practicum and my thesis. My thesis was about improving the reading skills in students. I did not like the research part of my career. I felt everything was quite difficult because I did not know anything about conducting a research even though I knew the importance of research in the education field. But this was a requisite to graduate. So I did not have another choice.

1 Códigos:

- Academic challenge

**1:130 So, I started my career as a bilingual secretary at a technical instit.....
(710:1019) - D 1: NARRATIVES-RESULTS**

So, I started my career as a bilingual secretary at a technical institution. This course would take 1 year of theory and 6 months of practice. As a year passed by, I was focused on learning English, and I found because of the way I was learning by playing roles, with pictures, songs, TV programs among others;

1 Códigos:

- Academic challenge

0 Códigos

- Academic Challenge in PGE

3 Citas:

**1:55 I decided to continue qualifying my teaching practice by taking a cour.....
(27927:28947) - D 1: NARRATIVES-RESULTS**

I decided to continue qualifying my teaching practice by taking a course. I chose to take ICELT because one of my colleagues recommended me to take it since it has been such a fruitful experience for her. When I started, I found that the tutor who taught that course was the same that I admired and wanted to follow when I studied at Meyer Institute. Remember?. Yes! It was teacher Yuly again. This time she was my tutor again but also a colleague. Starting from having Yuly as my tutor, I knew I was going to have such a wonderful experience there. I have to tell that the ICELT course was very demanding and I had to reach their standards in all the tasks and assignments. The knowledge I had there was different from the ones I got from my professional career at the University. Here not only I learned methodology and strategies but I also applied them right away. After the application I had to reflect on it by telling the pros, the cons and how that could be improved. It means that I was in constant reflection.

1 Códigos:

- Academic Challenge in PGE

1:119 I must confess that I was terrified of thinking about doing research..... (38177:38633) - D 1: NARRATIVES-RESULTS

I must confess that I was terrified of thinking about doing research. I had not had a good experience in my past research attempts because nothing was meaningful to me, especially because I saw it as a not-so easy process that demanded a lot of time. I was not clear about all the process, about all the consideration one needed to have. However, at the beginning of my masters I dared to do it. At the end of this chapter, I will give more details of this.

2 Códigos:

- Academic Challenge in PGE / ○ Professional Challenge in PGE

1:120 My assessment class was very shocking for me. One of the first's class..... (38877:39371) - D 1: NARRATIVES-RESULTS

My assessment class was very shocking for me. One of the first's class activities was to present a sample of one of the exams I currently use in my classes. I was showing it off, when I took it to my class because I "knew" what I had to know about it. But when I was required to evaluate it using a checklist with some of the basic principles, I got a cold water bucket. My exam lacked many characteristics. So, I went through a process of reading theory; I analyzed my classmates' samples too.

1 Códigos:

- Academic Challenge in PGE

0 Códigos

- Academic Success

5 Citas:

1:6 My grades at this technical institution were outstanding. However, I h..... (1563:1808) - D 1: NARRATIVES-RESULTS

My grades at this technical institution were outstanding. However, I had some subjects that I found challenging for example text production, business, and reading. I would say that I found them boring or I did not pay enough attention to them.

1 Códigos:

- Academic Success

1:21 In the same way, I can name some events or moments I went through. I s..... (12952:13778) - D 1: NARRATIVES-RESULTS

In the same way, I can name some events or moments I went through. I still have in my memory activities such as Francophonie, dramas (Cinderella, and Country mouse and City mouse), creative oral presentations. In all the activities, teachers asked us to work in groups and to organize everything beforehand. I still remember one of the activities that I had in my ethic class. I had to represent in a drawing a situation when a teacher was not acting ethically correct. That taught me the importance of taking care of students, their history and family; to protect their integrity. One thing I learned from them is the importance of the monitoring and assistance teachers can give students in order to help them achieve the goal of every activity and to create a sense of security when being in front of your class.

1 Códigos:

- Academic Success

1:24 I must say that I had an outstanding performance when I studied my tea..... (14970:15378) - D 1: NARRATIVES-RESULTS

I must say that I had an outstanding performance when I studied my teaching degree. All my grades were always good. In fact, I studied most semesters with a scholarship that was given to me because of my grades. I felt very proud of that. So did my parents. I had started to build my future and took it with passion. Because that is what you need once you discover what you can be useful for in the society.

1 Códigos:

- Academic Success

1:70 I learned English, French, German, didactics, pedagogy, methodology, r..... (10509:10660) - D 1: NARRATIVES-RESULTS

I learned English, French, German, didactics, pedagogy, methodology, research, academic writing in all the three languages mentioned before, and sports.

1 Códigos:

- Academic Success

1:71 I learned about teaching from teachers and their routines and my own. (10772:10841) - D 1: NARRATIVES-RESULTS

I learned about teaching from teachers and their routines and my own.

1 Códigos:

- Academic Success

0 Códigos

- Academic Success in PGE

1 Citas:

**1:123 I was asked to prepare a presentation after reading a text. Since teac.....
(40325:40757) - D 1: NARRATIVES-RESULTS**

I was asked to prepare a presentation after reading a text. Since teachers are known for being very creative, my group created a presentation for us to reflect on the importance of the process of assessment (see- final presentation on assessment). I was more aware of the fact that teachers need to observe, piloti, and apply some changes that will benefit students and will make the assessment process more effective for everybody.

1 Códigos:

- Academic Success in PGE

0 Códigos

- Critical Incident 1

1 Citas:

**1:69 I felt that I constantly travelled to France, USA, British or other E.....
(9868:10291) - D 1: NARRATIVES-RESULTS**

I felt that I constantly travelled to France, USA, British or other English speaking country because I understood that learning another language meant learning another culture. I realized this because every topic is connected with the traditions of a country. If I was learning vocabulary related to clothes, I would learn the types of clothes people in English speaking countries dressed up in every season or situation.

1 Códigos:

- Critical Incident 1

0 Códigos

- Critical Incident in PGE

5 Citas:

**1:108 After every class, I was asked to reflect on what I have learned in th.....
(30838:31077) - D 1: NARRATIVES-RESULTS**

After every class, I was asked to reflect on what I have learned in the previous one. And I can conclude that after every class I needed to be aware that education is wonderful as long as I can do it with passion, love and professionalism.

1 Códigos:

- Critical Incident in PGE

**1:110 After that moment, I felt that I had a duty with myself and it was "Re.....
(32082:32245) - D 1: NARRATIVES-RESULTS**

After that moment, I felt that I had a duty with myself and it was “Reach your dreams” no matter what. And here I am! Empowering myself to be an inspiring teacher.

1 Códigos:

- Critical Incident in PGE

1:114 My methodology professor made me understand that behind every methodol..... (34268:34547) - D 1: NARRATIVES-RESULTS

My methodology professor made me understand that behind every methodology there were many aspects trying to be covered such as the learning styles, intelligences, and learning paces. One of the most significant activities I did in this class was reflecting on my own methodology.

3 Códigos:

- Critical Incident in PGE / ○ Feeling of happiness in PGE / ○ Feeling of satisfaction in PGE

1:122 One funny anecdote I had to mention is when the professor was giving f..... (39820:40323) - D 1: NARRATIVES-RESULTS

One funny anecdote I had to mention is when the professor was giving feedback on the exams, she realized there was something weird in the general instructions part because it said “Cheating or fraud will result in elimination”. She was joking with that because she said that what I meant with it was that if I caught one of my students cheating, I would kill them. It was understood as a threat. It was funny too me but at the same time I reflected on the importance of writing clear instructions.

1 Códigos:

- Critical Incident in PGE

1:126 So while reading and designing it I realized that this process is very..... (41111:41339) - D 1: NARRATIVES-RESULTS

So while reading and designing it I realized that this process is very important when supervisors or coordinators want teachers to improve their practice, behavior and skills. (see – final assignment on teacher’s supervision).

1 Códigos:

- Critical Incident in PGE

0 Códigos

- Critical Incident in-service

1 Citas:

**1:88 I came to the conclusion that teaching a subject in another language i.....
(18575:18764) - D 1: NARRATIVES-RESULTS**

I came to the conclusion that teaching a subject in another language is not an easy task I learned that it is very important to have training to assure a good learning process for students

1 Códigos:

- Critical Incident in-service

0 Códigos

- Economical Challenge

1 Citas:

**1:2 Yes! I imagine myself becoming a psychologist. However, my parents cou.....
(432:708) - D 1: NARRATIVES-RESULTS**

Yes! I imagine myself becoming a psychologist. However, my parents could not afford that. My mom was a housewife and my father was not formally working. Then, I had to think about a different option, and I thought that learning English would be helpful for the rest of my life.

1 Códigos:

- Economical Challenge

0 Códigos

- Feeling of Achievement

1 Citas:

**1:13 My parents supported me and they encouraged me saying “you can do it”,.....
(4444:5180) - D 1: NARRATIVES-RESULTS**

My parents supported me and they encouraged me saying “you can do it”, “learning English will open many doors for you”, “being a teacher is a hard but beautiful job”. So, they knew the importance and the impact that completing this major would cause in my life since English started playing an important social role for all the people interested in doing business, and expanding to international countries. I knew that this would definitely be a good decision since I was interested in learning and teaching English; I would manage people; I would teach following the steps of that teacher who motivated my learning of English and my professional career. I wanted to make people feel in love with learning a second language. Here I go!

1 Códigos:

- Feeling of Achievement

0 Códigos

- **Feeling of anxiety**

1 Citas:

**1:15 The very first day I entered the University I felt anxious, excited an.....
(9484:9793) - D 1: NARRATIVES-RESULTS**

The very first day I entered the University I felt anxious, excited and even worried because this was a public university and I did not want to miss classes because of their famous strikes. I wanted to learn new things and what's behind a class – methodology, lesson and material preparation, grading students.

3 Códigos:

- Academic challenge / ○ Feeling of anxiety / ○ Feelings of expectations

0 Códigos

- **Feeling of anxiety in event**

1 Citas:

**1:104 I had that feeling that our workshop would not be appealing for people.....
(26958:27171) - D 1: NARRATIVES-RESULTS**

I had that feeling that our workshop would not be appealing for people, I felt very anxious since it was the first time I was going to present in front of people who may have more experience and knowledge than me.

1 Códigos:

- Feeling of anxiety in event

0 Códigos

- **Feeling of anxiety in-service**

1 Citas:

**1:97 I felt very nervous at the beginning because I have always done my thi.....
(22390:22738) - D 1: NARRATIVES-RESULTS**

I felt very nervous at the beginning because I have always done my things with responsibility and commitment. At that time, I wanted to be an example for all the teachers that were in my team. All the things that I have learned from other teachers, from students, from professional development sessions needed to be used to lead my group well.

1 Códigos:

- Feeling of anxiety in-service

0 Códigos

- **Feeling of excitement**

1 Citas:

**1:67 I felt very happy and I could see my parents on their feet clapping th.....
(3903:4131) - D 1: NARRATIVES-RESULTS**

I felt very happy and I could see my parents on their feet clapping their hands. They must have felt proud of their daughter. This tells about me that I was disciplined and dedicated to everything I wanted to achieve in my life.

1 Códigos:

- Feeling of excitement

0 Códigos

- **Feeling of happiness in PGE**

2 Citas:

**1:114 My methodology professor made me understand that behind every
methodol..... (34268:34547) - D 1: NARRATIVES-RESULTS**

My methodology professor made me understand that behind every methodology there were many aspects trying to be covered such as the learning styles, intelligences, and learning paces. One of the most significant activities I did in this class was reflecting on my own methodology.

3 Códigos:

- Critical Incident in PGE / ○ Feeling of happiness in PGE / ○ Feeling of satisfaction in PGE

**1:117 After everything I learned, my graduation day arrived. I can not descr.....
(36712:37090) - D 1: NARRATIVES-RESULTS**

After everything I learned, my graduation day arrived. I can not describe how I felt. It was satisfaction mixed with happiness of having reached an important step in my life. I could compare that feeling with maybe the same Nairo Quintana felt when he won his first cycling championship. Receiving my specialization diploma was getting a ticket for my next stop: the Masters!.

2 Códigos:

- Feeling of happiness in PGE / ○ Feeling of satisfaction in PGE

0 Códigos

- **Feeling of rejection**

1 Citas:

**1:22 Another important process was my professional practicum and my thesis.....
(13779:14198) - D 1: NARRATIVES-RESULTS**

Another important process was my professional practicum and my thesis. My thesis was about improving the reading skills in students. I did not like the research part of my career. I felt everything was quite difficult because I did not know anything about conducting a research even though I knew the importance of research in the education field. But this was a requisite to graduate. So I did not have another choice.

1 Códigos:

- Feeling of rejection

0 Códigos

- **Feeling of satisfaction in PGE**

2 Citas:

1:114 My methodology professor made me understand that behind every methodol..... (34268:34547) - D 1: NARRATIVES-RESULTS

My methodology professor made me understand that behind every methodology there were many aspects trying to be covered such as the learning styles, intelligences, and learning paces. One of the most significant activities I did in this class was reflecting on my own methodology.

3 Códigos:

- Critical Incident in PGE / ○ Feeling of happiness in PGE / ○ Feeling of satisfaction in PGE

**1:117 After everything I learned, my graduation day arrived. I can not descr.....
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2 Códigos:

- Feeling of happiness in PGE / ○ Feeling of satisfaction in PGE

0 Códigos

- **Feelings of expectations**

- 1 Citas:**

- 1:15 The very first day I entered the University I felt anxious, excited an.....
(9484:9793) - D 1: NARRATIVES-RESULTS**

- The very first day I entered the University I felt anxious, excited and even worried because this was a public university and I did not want to miss classes because of their famous strikes. I wanted to learn new things and what's behind a class – methodology, lesson and material preparation, grading students.

- 3 Códigos:**

- Academic challenge / ○ Feeling of anxiety / ○ Feelings of expectations

- 0 Códigos**

- **Personal Identity in-service**

- 1 Citas:**

- 1:95 She said that I had leadership abilities to do it, and I really apprec.....
(22227:22359) - D 1: NARRATIVES-RESULTS**

- She said that I had leadership abilities to do it, and I really appreciated that. I took my role with discipline and responsibility.

- 1 Códigos:**

- Personal Identity in-service

- 0 Códigos**

- **Positive learning experience**

- 1 Citas:**

- 1:19 I also had some French teachers who were always creative when teaching.....
(12009:12447) - D 1: NARRATIVES-RESULTS**

- I also had some French teachers who were always creative when teaching. I still remember some of the concepts they taught me, I think that is why activities like creative oral presentations, classes with visuals and games were significant for me. So, that is what I try to do now when I am teaching. As my personal teacher goal, I need my students to go through meaningful activities that can be internalized for the rest of their lives.

- 1 Códigos:**

- Positive learning experience

0 Códigos

- **Professional Challenge as a teacher**

1 Citas:

**1:26 I was hired to work at a private school in Sincelejo, Sucre. My worklo.....
(16500:16776) - D 1: NARRATIVES-RESULTS**

I was hired to work at a private school in Sincelejo, Sucre. My workload was in preschool and primary. Since I like kids, I was like a fish in water. However, this was my first experienced and I believed that this was the best way to learn and to shape my practice as teacher.

1 Códigos:

- Professional Challenge as a teacher

0 Códigos

- **Professional Challenge in events**

1 Citas:

**1:103 received an invitation to either attend a conference or to be a presen.....
(25712:26633) - D 1: NARRATIVES-RESULTS**

received an invitation to either attend a conference or to be a presenter. I was encouraged to write a proposal to be a presenter about Content-Language Integrated Learning (CLIL). I liked the idea of teaching content through language; a different methodology to the one I knew. But as I researched about it I noticed that this methodology was very demanding, even though I thought that it could better work with Bilingual schools. Anyway, I wanted to have a try. Why not?

The conference is organized by Universidad del Norte and Universidad de la Sabana (Bogotá). Many teachers from all over the country meet there to share their experiences with CLIL, to learn from experts and to improve or refresh their knowledge about it. The event takes place every two years. The first year, I attended as a participant. But in 2016, I had an opportunity to share my experience implementing CLIL within an English regular course.

1 Códigos:

- Professional Challenge in events

0 Códigos

- **Professional Challenge in PGE**

3 Citas:

**1:111 The final assignment of this course was a lesson that I needed to teach.....
(32247:32579) - D 1: NARRATIVES-RESULTS**

The final assignment of this course was a lesson that I needed to teach to be observed by someone coming from Cambridge University. I prepared my lesson plan following the standards of the course and applying everything I learned from it. I remember that all the colleagues who were also waiting to be observed felt as worried as me.

1 Códigos:

- Professional Challenge in PGE

**1:113 After finishing the ICELT course, I was seduced by the idea of taking.....
(32998:33551) - D 1: NARRATIVES-RESULTS**

After finishing the ICELT course, I was seduced by the idea of taking a specialization in English teaching- (see <https://www.uninorte.edu.co/web/especializacion-en-la-ensenanza-del-ingles>). I felt that I was ready to take my next step. The specialization lasted one year. Some of the subjects taught in the Specialization were methodology, material evaluation and design, needs assessments, learning processes, academic writing among others. From every class and every teacher I got something, something that impacted meaningfully in my teacher practice.

1 Códigos:

- Professional Challenge in PGE

**1:119 I must confess that I was terrified of thinking about doing research.....
(38177:38633) - D 1: NARRATIVES-RESULTS**

I must confess that I was terrified of thinking about doing research. I had not had a good experience in my past research attempts because nothing was meaningful to me, especially because I saw it as a not-so easy process that demanded a lot of time. I was not clear about all the process, about all the consideration one needed to have. However, at the beginning of my masters I dared to do it. At the end of this chapter, I will give more details of this.

2 Códigos:

- Academic Challenge in PGE / ○ Professional Challenge in PGE

0 Códigos

- Professional Challenge in-service

3 Citas:

**1:96 As I was growing up as English teacher with my experience, my boss con.....
(22080:22226) - D 1: NARRATIVES-RESULTS**

As I was growing up as English teacher with my experience, my boss considered to give me an opportunity to coordinate a group of English teachers.

1 Códigos:

- Professional Challenge in-service

1:100 It costed me tears because my team showed some resistance towards me b..... (23344:23935) - D 1: NARRATIVES-RESULTS

It costed me tears because my team showed some resistance towards me because the former coordinator was still in the group as a teacher, not as a coordinator anymore. So, she had built a strong friendship with most people in the team. However, the team did all the things that I required from them. But a sense of teamwork was not built. We had a meeting where we could talk about this situation. From this, I could learn that I needed to improve some things for example the fact that I assigned work to teachers but they did not see my support when they were doing the activities.

1 Códigos:

- Professional Challenge in-service

1:102 Another thing I can tell that I have learned from this role is that th..... (24991:25675) - D 1: NARRATIVES-RESULTS

Another thing I can tell that I have learned from this role is that the language you use, your body language, and attitude can build or destroy a relationship with co-workers. And that's a bad habit I have. When I am talking I do many gestures and that has given me many problems. So, what I do now is to be more conscious about my gestures since I know that I can control them. I think that doing this is hard and it should be part of being professional.

I still have many things to learn. I have being a coordinator for 3 years in the same school. Now, I can handle situations with teachers better but I still need to improve because in the education field you never stop learning.

1 Códigos:

- Professional Challenge in-service

0 Códigos

- Professional gain

3 Citas:

1:125 For me as a coordinator it was very important to learn and reflect on..... (40759:41109) - D 1: NARRATIVES-RESULTS

For me as a coordinator it was very important to learn and reflect on teacher's supervision. I loved this part because I felt that was something that I needed to put into practice. The assignment for this part of the module was fruitful since I had to

design a criterion for teacher's supervision. Most importantly I had to base it on my own context.

1 Códigos:

- Professional gain

**1:127 Discourse Analysis was both interesting and difficult. I learned about.....
(41341:41955) - D 1: NARRATIVES-RESULTS**

Discourse Analysis was both interesting and difficult. I learned about many ways to analyze discourse, messages, positioning people, etc. I learned about critical discourse analysis and positive discourse analysis. On every class, we had the chance to analyze one discourse from different sources such as books, magazines, newspapers, speeches and so on. We spent two classes analyzing one text chosen by us. My group chose to do it with the transitivity analysis. It was hard at times because there are many things you can pay attention to. The statements can have different meanings. (see- transitivity analysis).

1 Códigos:

- Professional gain

**1:128 On the other hand, my mediations class was great. I did not know ther.....
(41957:42548) - D 1: NARRATIVES-RESULTS**

On the other hand, my mediations class was great. I did not know there were so many online platforms to work with. Furthermore, I did not know that before using it, it was necessary to evaluate the platform. The professor taught me a platform called iPAC used to evaluate apps, websites and other online resources. My final assignment was about using one or two of the websites or apps, interview my students to know their opinions and writing some final thoughts about it. I created an e-book along with a reflective paper related to the learning process of the class (see-ebook)

1 Códigos:

- Professional gain

0 Códigos

- Professional gains

3 Citas:

**1:65 Likewise, the class called "learning processes" was very fruitful sinc.....
(34837:35851) - D 1: NARRATIVES-RESULTS**

Likewise, the class called "learning processes" was very fruitful since it made me be aware of the class process as such. The interaction partners, how roles worked in my class and talking times. From all the activities I had, I remembered that I had to

observe a class and add evidences of learning approaches and learning strategies (see Reflection on observation- Reflection on learning strategies). Another one was about recording a class and analyze it following the Sociocultural learning theory of (see- Assignment on SCT). After transcribing it, I had to analyze and classify the type of interventions I made. If they were only evaluative, or if I gave my students' opportunities to follow up their participation. It was shocking for me because I discovered that I was the one that talked most of the time . I still working on it but I have to say that I TALK! I need to be aware that the class is not about me talking, it is about offering my students the time to participate and practice the language.

1 Códigos:

- Professional gains

1:116 The material evaluation and design class was just as great as the prof..... (35853:36710) - D 1: NARRATIVES-RESULTS

The material evaluation and design class was just as great as the professor. I learned many things about this subject. From the professor I learned to be on time and ready with all the materials for the class. From the subject, it was meaningful the fact that I had to design a unit. I loved doing this because I got very creative in the creation of the unit (see My unit creation). I had to design a sketch of all the things materials should have. But before presenting my last assignment, I went through a practical process in which first I had to evaluate materials (see – Assignment on material evaluation) , the principles of material design, and how to add it, change or even designed skill-based tasks in order to cope with my students needs and learning styles. All needed to be coherent and sequenced to really let students improve their abilities.

1 Códigos:

- Professional gains

1:121 I had to change it, taking into account the feedback I received from t..... (39373:39818) - D 1: NARRATIVES-RESULTS

I had to change it, taking into account the feedback I received from the professor and classmates. It was great to see the final result of it (see- assessment reflection on assessment design). Among the things that were meaningful to me, was the rubric design that I did following the nature of every skill. I had to create one for speaking and I had to consider the genre, the content. I included the new rubric on the exam that I was improving.

1 Códigos:

- Professional gains

0 Códigos

- Professional Identity

1 Citas:

**1:77 When learning English I discovered a new world, especially because my.....
(1810:1977) - D 1: NARRATIVES-RESULTS**

When learning English I discovered a new world, especially because my English teacher - Teacher Yuly - at that time was the one that inspired me to be what I am today.

1 Códigos:

- Professional Identity

0 Códigos

- Professional Identity in PGE

2 Citas:

**1:107 Before the course, every time I was planning a lesson I took into acco.....
(29656:30092) - D 1: NARRATIVES-RESULTS**

Before the course, every time I was planning a lesson I took into account the topic and the goals to reach, but what little did I think about my students' learning style and paces. And this is something that has become important in my teaching practice, every time I plan I think about every student and the whole group. And I tried to put their need first so they can show progression and motivation in all the activities carried out.

1 Códigos:

- Professional Identity in PGE

**1:129 In this part of the master (4th semester), I feel that I am renewed af.....
(42550:43038) - D 1: NARRATIVES-RESULTS**

In this part of the master (4th semester), I feel that I am renewed after every session. I learn new concepts, have new experiences and theory. I could not have imagined how significant this would be for me. I feel that I have updated my persona. I feel I want to change education. I criticize myself every time I want to rush preparing classes, I am absorbed by my workload, and other things. In my profile as a coordinator I feel more empowered with clear criteria to talk to my group.

1 Códigos:

- Professional Identity in PGE

0 Códigos

- Professional Identity in-service

3 Citas:

**1:85 So did I. I started doing the same and it worked for me. Moreover, I i.....
(17116:17313) - D 1: NARRATIVES-RESULTS**

So did I. I started doing the same and it worked for me. Moreover, I included in my routine hello songs, commands activities, prayers, vocabulary reviews with flashcards and songs, TPR activities.

1 Códigos:

- Professional Identity in-service

**1:98 Having a role like this implies organizing regular meetings with the t.....
(22787:23011) - D 1: NARRATIVES-RESULTS**

Having a role like this implies organizing regular meetings with the team; introducing the characteristics of the context, course and the syllabus to the teachers in the level; organizing the teaching material for the course.

1 Códigos:

- Professional Identity in-service

**1:99 Also, leading the design, creating, and piloting of extra activities,.....
(23013:23342) - D 1: NARRATIVES-RESULTS**

Also, leading the design, creating, and piloting of extra activities, assigning work to the level teachers; ensuring that teachers follow the established assessment instruments; generating a cooperative environment among the teachers of the level; following up on the teachers' work carried out in the program and giving feedback.

1 Códigos:

- Professional Identity in-service

0 Códigos

○ Professional Role Model

4 Citas:

**1:78 Later on in this study, I will mention her again because she has been.....
(1978:2547) - D 1: NARRATIVES-RESULTS**

Later on in this study, I will mention her again because she has been very important in my professional life. Every time, I had class I enjoyed the way she taught. She was very enthusiastic and built a nice environment in the classroom. I remember she showed images related to the vocabulary, she always had a smile, so I thought teaching English may make me look that "cool", I mean by cool because I could make people enjoy English classes, be enthusiastic, creative, and passionate to learn languages. To me, that was a good reason to start a new professional path.

1 Códigos:

- Professional Role Model

**1:79 There was a teacher, who taught me methodology that always cared about.....
(10843:11450) - D 1: NARRATIVES-RESULTS**

There was a teacher, who taught me methodology that always cared about the seating arrangement. I will call that teacher Andrés*. I did not understand why it was important for him. But it seemed to me that everything was very well-planned. And not only the chairs but the materials were always ready. He looked very professional every time he explained a topic; I noticed he knew about it, he was prepared. So, I wanted to take that professionalism from him. I wanted my students to perceived professionalism, organization and preparation in me. Luckily, Teacher Andrés* was my tutor in the research process.

1 Códigos:

- Professional Role Model

**1:80 I wouldn't say that I had a favorite subject at the University. Howeve.....
(12448:12950) - D 1: NARRATIVES-RESULTS**

I wouldn't say that I had a favorite subject at the University. However, I did have favorite classes. There were some language classes, where the teacher only had a board and a marker, that were very meaningful to me since the teacher could manage them. He used hand-made material. I remember a German teacher that helped us remember some verb conjugations with a set of hand-made dominoes. Nowadays, I use that type of material when I have to think of a Plan B for a class where technology is limited.

1 Códigos:

- Professional Role Model

**1:81 I also had some French teachers who were always creative when teaching.....
(12009:12446) - D 1: NARRATIVES-RESULTS**

I also had some French teachers who were always creative when teaching. I still remember some of the concepts they taught me, I think that is why activities like creative oral presentations, classes with visuals and games were significant for me. So, that is what I try to do now when I am teaching. As my personal teacher goal, I need my students to go through meaningful activities that can be internalized for the rest of their lives.

1 Códigos:

- Professional Role Model

0 Códigos

- Professional Role Model (Negative)

1 Citas:

**1:82 I had both demotivating teachers and role models I did not want to fol.....
(11452:12007) - D 1: NARRATIVES-RESULTS**

I had both demotivating teachers and role models I did not want to follow. I had teachers who came late frequently, who were unfair when making decisions about students' excuses, who did not hear students' voice among other aspects. I remember a situation in which I was absent in one of this classes. I was having some health issues. Next class, I could attend the teacher did not care about my situation - she did not even ask me about it- so that negative feeling of rejection made me also disliked that class. I did not want to be like them for sure.

1 Códigos:

- Professional Role Model (Negative)

0 Códigos

- Professional Role Model In-Service

1 Citas:

**1:84 I observed that both preschool and primary teachers always worried abo.....
(16848:17115) - D 1: NARRATIVES-RESULTS**

I observed that both preschool and primary teachers always worried about setting rules in the class, about having kids doing the same routine at the beginning of the class, monitoring their classwork, having them doing different kind of activities, singing with them.

1 Códigos:

- Professional Role Model In-Service

0 Códigos

- Professional Success

3 Citas:

**1:5 At this technical institution, I became skillful in the areas of custo.....
(1349:1561) - D 1: NARRATIVES-RESULTS**

At this technical institution, I became skillful in the areas of customer service management, secretarial tasks such as attending the phone, typing on a typewriter or computer, filing and communicating in English.

1 Códigos:

- Professional Success

**1:9 I became an expert at working on software of the computer. I think tha.....
(3125:3497) - D 1: NARRATIVES-RESULTS**

I became an expert at working on software of the computer. I think that helped me learn to organize and keep record of everything. Now, that I am a teacher I keep grades, class materials and evidence records that give me information about my students' achievements; to improve or adapt material that I created before; and showed videos or pictures of my students learning.

1 Códigos:

- Professional Success

**1:131 This whole experience was a trampoline that helped me jumped to the ed.....
(3499:3901) - D 1: NARRATIVES-RESULTS**

This whole experience was a trampoline that helped me jumped to the education world. In August 2005, I graduated with honors. I received my diploma as Bilingual Secretary, a diploma of excellence and outstanding grades. It was a complete surprise for me since this was an unexpected moment because even though I liked what I did, no tutors had let me know before how good I was doing along the course .

1 Códigos:

- Professional Success

0 Códigos

- Professional Success in events

1 Citas:

**1:105 For a moment, I thought I could not make it. But guess what?! I had th.....
(27172:27879) - D 1: NARRATIVES-RESULTS**

For a moment, I thought I could not make it. But guess what?! I had the house full, and I could do it. I brought realia with recycle materials so people were very fascinated with the idea of making something with their hands, of being an active part of the workshop. When I finished, it was great. I felt a relief and at the same time I was proud of myself. I have to say that I liked having prepared a development session for colleagues. I wanted to do this again. I learned from other teachers and their experiences that this methodology benefits my students in the way they can receive good scaffolding, input and output activities that would support the learning of English with the excuse of content.

1 Códigos:

- Professional Success in events

0 Códigos

- **Professional Success in PGE**

2 Citas:

**1:59 I learned that lesson plans were not a straight jacket to follow. Ther.....
(30335:30836) - D 1: NARRATIVES-RESULTS**

I learned that lesson plans were not a straight jacket to follow. There was not a perfect lesson. The most important thing is to have achieved the goal, the purpose of the class. Another thing that really changed me was analyzing my discourse in terms of my interaction with students. Oops! I did not even know that that was important. I discovered and included strategies to minimize my talking time and to maximize students'. I changed to use so many evaluation questions to more follow-up questions.

1 Códigos:

- Professional Success in PGE

**1:115 In the methodology class, I remember that the class went to the proces.....
(33553:34266) - D 1: NARRATIVES-RESULTS**

In the methodology class, I remember that the class went to the process of identifying, and reflecting on every methodology from the most traditional until the most updated ones. I reached about 4 reflections to complete all the assignments required (R1 (the teacher I was before, the teacher I am now), R2(My method), R3, R4(CALL/MALL). My classmates and I were also assigned different methods (I had to teach vocabulary-see lesson plan and materials) and within that method we were meant to plan a micro lesson putting into practice all that we had been talking about. I was assigned to talk about Task-based learning approach. That was meaningful to me because I had some knowledge about it from my ICELT class.

1 Códigos:

- Professional Success in PGE

0 Códigos

- **Professional Success In-service**

3 Citas:

**1:87 I must say that I still organize this activity with my colleague in my.....
(18017:18557) - D 1: NARRATIVES-RESULTS**

I must say that I still organize this activity with my colleague in my current job. I spent 2 years working there. After that, I came back to my hometown due to a personal decision. I had a year in which I had a professional experience with a different school where I was a part time teacher. I taught English, Math and Science. I had an experience there with primary school too. Teaching subjects in English was

challenging for me, I had to study before preparing a class, ask subject teachers about the topic, read other subject syllabus.

1 Códigos:

- Professional Success In-service

1:89 Then, in 2013 I started working again for the EFS program. This time w..... (18765:19330) - D 1: NARRATIVES-RESULTS

Then, in 2013 I started working again for the EFS program. This time was in extracurricular classes on Saturdays. I enjoyed those classes since the students attending were really interested to learn English since all of them were always willing to learn new things and work. I did not deal with discipline problems as at school. I always planned meaningful activities for every class for students like “show and tell” activities, festivals, fairs and I could notice how they enjoyed that. In 2014, I started in a different school with the partnership (curricular).

1 Códigos:

- Professional Success In-service

1:91 One year after, I moved from school with EFS too. I have been working..... (20130:20438) - D 1: NARRATIVES-RESULTS

One year after, I moved from school with EFS too. I have been working at Biffi School since 2015. My teaching practice has been improving, has grown up because I felt more confident and prepared when preparing and giving classes. I have learned a lot. Teachers never stop learning and shaping their identity.

1 Códigos:

- Professional Success In-service

0 Códigos

- **Reflection moment**

4 Citas:

1:62 After that class, I received feedback from the lady in charge. I still..... (32581:32936) - D 1: NARRATIVES-RESULTS

After that class, I received feedback from the lady in charge. I still need to better some things when I am teaching, things such as wanting to control the class, monitoring my students all the time. I was suggested to give them more freedom to use the language. I mean to let them learn and give them some space for them to feel free and autonomous.

1 Códigos:

- Reflection moment

**1:106 All my assignments left a footprint on me. I felt frustrated when doing.....
(28949:29655) - D 1: NARRATIVES-RESULTS**

All my assignments left a footprint on me. I felt frustrated when doing or applying some of them tough. After every task or assignment, I was required to reflect about the process I had gone through. My tasks from #1 until #3 relate to the teaching of the communicative skills. I had to teach reading, grammar, speaking, and writing based on international standards. L stands for all my lesson plans and RL for the reflections after every class (L1, L2, and L3 // RL1, RL2 and RL3). Assignments (A) were even harder and more challenging. I had four of them. (A1, A2, A3, A4)

Teachers need to reflect all the time after teaching a lesson, if it really reached the goal, if students were motivated to learn.

1 Códigos:

- Reflection moment

**1:109 There was another activity that I want to mention that made me also re.....
(31079:32081) - D 1: NARRATIVES-RESULTS**

There was another activity that I want to mention that made me also reflect on my own identity. I was asked to draw myself, on a piece of bond paper, about how I saw myself in that moment. Since I had to represent it on a drawing, I drew a mountain and I draw myself as a hiker, wanting to reach the top of the mountain. However, my way was not being easy. There was a big obstacle which I had to overcome which was the weather. On my drawing the weather was stormy, cloudy, and windy. Those obstacles in my real life were the anxiety of learning new things and facing new challenges, frustration when doing things. Even, that feeling of quitting when also facing financial problems or being struggling every time I wanted to study. On the top of that mountain, the goal was set. I drew a flag with “master degree” phrase on it. I painted myself struggling to get to the top, but motivated to reach that big goal. At the end of the activity, we had to share our drawings and obviously that made me cry.

1 Códigos:

- Reflection moment

**1:118 Up to this moment, I am more aware of the importance of teacher reflection.....
(37569:37987) - D 1: NARRATIVES-RESULTS**

Up to this moment, I am more aware of the importance of teacher reflection either by writing a journal on your own or doing assignments. In my case, I wish I could have a journal on my own, but it is still enriching to complete assignment in which I have to reflect after every session. Every time, a class was finished I started thinking about what I have learned and what I would try to do new in my teaching practice

1 Códigos:

- Reflection moment

0 Códigos

○ Researcher Challenge

1 Citas:

**1:23 I feel that doing research is a serious process. I worked my thesis af.....
(14377:14955) - D 1: NARRATIVES-RESULTS**

I feel that doing research is a serious process. I worked my thesis after observing some 5th grade students at a local school. I used to write a diary in order to record all the data; I gave students a reading diagnosis test to find out more about their reading skills. And one of the insights from the data was that students seemed to enjoy more short stories, they seemed concentrated and active participants every time they read this type of text. At the end, it was nice to think of a proposal for those students to improve their reading skills with short stories.

1 Códigos:

○ Researcher Challenge

0 Códigos

○ Situated Identity

3 Citas:

**1:92 have learned from other teachers, from students, from trainings offere.....
(20441:20686) - D 1: NARRATIVES-RESULTS**

have learned from other teachers, from students, from trainings offered by publishers. I have been observed many times by the coordinator. My teacher evaluation and teacher observation have been good according to the standards of the university.

1 Códigos:

○ Situated Identity

**1:94 I have learned and applied many things in my lessons. Things that sign.....
(21154:21837) - D 1: NARRATIVES-RESULTS**

I have learned and applied many things in my lessons. Things that significantly have changed my practice as teacher and have impacted positively many students. Thinking about strategies to manage the discipline in my classroom, especially when working with large classes; methodology to teach the communicative skills, I remember in one of the sessions where we put into practice how to teach reading with a horror story by varying the patterns of interactions and assigning a role for every student. The first time when I tried that I thought it was not going to work for me. But the key was to have the instructions clear for my students and had them see a model of the activity.

2 Códigos:

- Situated Identity / ○ Situated identity in-service

1:112 After that class, I received feedback from the lady in charge. I still..... (32581:32955) - D 1: NARRATIVES-RESULTS

After that class, I received feedback from the lady in charge. I still need to better some things when I am teaching, things such as wanting to control the class, monitoring my students all the time. I was suggested to give them more freedom to use the language. I mean to let them learn and give them some space for them to feel free and autonomous.

1 Códigos:

- Situated Identity

0 Códigos

- Situated identity in-service

6 Citas:

1:86 I was observed by the coordinators of the program many times. I always..... (17407:17583) - D 1: NARRATIVES-RESULTS

I was observed by the coordinators of the program many times. I always received feedback and/or tips to handle with discipline problems, with misbehaving kids and with parents.

1 Códigos:

- Situated identity in-service

1:90 After the observation, I met the academic assistant, who observed the..... (19408:19982) - D 1: NARRATIVES-RESULTS

After the observation, I met the academic assistant, who observed the class, and she told me that it was a good class since the students were motivated to use the target language, to participate and to work. She also told me that I had something that is good and that was the first time I heard that word “rapport”. She told me that maybe I have learned that or that is part of my personality but that was working with those students. I had empathy with them! I realized that was what my first English teacher at Meyer had too. So, without noticing I was following her steps.

1 Códigos:

- Situated identity in-service

1:93 I have learned from other teachers, from students, from trainings offe..... (20439:21124) - D 1: NARRATIVES-RESULTS

I have learned from other teachers, from students, from trainings offered by publishers. I have been observed many times by the coordinator. My teacher evaluation and teacher observation have been good according to the standards of the university. Also, the coordinators of the EFS program have always worried about organizing teacher development sessions twice a year with different topics such as teaching the different communicative skills, lesson planning, use of technology in the class, team work, methodology, material design, classroom managements, which have been fruitful since I have been including in my classes all the practical exercises I went through on those sessions.

1 Códigos:

- Situated identity in-service

1:94 I have learned and applied many things in my lessons. Things that sign..... (21154:21837) - D 1: NARRATIVES-RESULTS

I have learned and applied many things in my lessons. Things that significantly have changed my practice as teacher and have impacted positively many students. Thinking about strategies to manage the discipline in my classroom, especially when working with large classes; methodology to teach the communicative skills, I remember in one of the sessions where we put into practice how to teach reading with a horror story by varying the patterns of interactions and assigning a role for every student. The first time when I tried that I thought it was not going to work for me. But the key was to have the instructions clear for my students and had them see a model of the activity.

2 Códigos:

- Situated Identity / ○ Situated identity in-service

1:101 I promised myself to find that balance, to be a supporter, to be a lis..... (23960:24989) - D 1: NARRATIVES-RESULTS

I promised myself to find that balance, to be a supporter, to be a listener for them. I attended a very fruitful talk about leadership organized for EFS coordinators. From that session, I learned some tips on how to give feedback to teachers after class observation, how to balance my own responsibility at work and my responsibilities as a leader. Moreover, I promised myself to find the balance between academic and administrative duties. I wanted to be also a role model for all the team and showed myself that I could be a good leader to follow. Here not only have I learned how to manage a group of colleagues, but also I have learned to improve my teaching by learning from others when doing teacher observation. I have observed many classes and I have also been observed. This has been helpful because when I received feedback from others, I can realize some aspects of my teaching that could be improved, it makes me also reflect on some aspects that I have not considered before. It definitely enriches my practice.

1 Códigos:

- Situated identity in-service

**1:132 I enriched my experience from the daily experiences of other teachers
(16777:16845) - D 1: NARRATIVES-RESULTS**

I enriched my experience from the daily experiences of other teachers

1 Códigos:

- Situated identity in-service

0 Códigos

- **Socio-economical challenge**

1 Citas:

**1:4 and meaningful since the country was about to sign an agreement with f.....
(1021:1347) - D 1: NARRATIVES-RESULTS**

and meaningful since the country was about to sign an agreement with foreign countries so I was updated with the professional demands the country was needed – see El Tiempo <https://www.elespectador.com/noticias/economia/tlc-entre-colombia-y-eeuu-entra-vigor-casi-6-anos-despu-articulo-345137> - so they could do business here.

1 Códigos:

- Socio-economical challenge

0 Códigos

Proyecto (Interviewee 1 - Retrospective recounts)

Informe creado por lenovo en 15/12/2018

Informe de documentos

Documentos seleccionados (1)

1 Retrospective recount - Interviewee 1

Documento de texto, 8 citas

0 Grupos

8 Citas:

1:1 She was a student in one of my classes at Universidad del Atlántico La..... (41:144)
- D 1: Retrospective recount - Interviewee 1

She was a student in one of my classes at Universidad del Atlántico Language Teacher Education Program.

1 Códigos:

- Professional challenge

1:2 Her attitude. Laurys was the kind of person that was always focused an..... (194:281) - D 1: Retrospective recount - Interviewee 1

Her attitude. Laurys was the kind of person that was always focused and ready to learn.

1 Códigos:

- Personal Identity

1:3 she was able to follow instructions, to work in cooperative groups and..... (345:463)
- D 1: Retrospective recount - Interviewee 1

she was able to follow instructions, to work in cooperative groups and to go beyond the requirements of the given task.

1 Códigos:

- Academic challenge

1:4 At the beginning, She was a bit shy, teacher dependent and even insecure..... (466:609) - D 1: Retrospective recount - Interviewee 1

At the beginning, She was a bit shy, teacher dependent and even insecure at times, but willing to participate in class and live new experiences.

2 Códigos:

- Academic challenge / ○ Personal Identity

1:5 Little by little she was gaining confidence and with the support of he..... (611:740) - D 1: Retrospective recount - Interviewee 1

Little by little she was gaining confidence and with the support of her closer team of friends, She began to show her leadership.

1 Códigos:

- Personal Identity

1:6 Her enthusiasm for learning began to turn into passion. She increased..... (741:871) - D 1: Retrospective recount - Interviewee 1

Her enthusiasm for learning began to turn into passion. She increased the quality of her work and gained more and more confidence.

1 Códigos:

- Academic success

1:7 It was at that moment in which I began to feel that She was developing..... (873:1137) - D 1: Retrospective recount - Interviewee 1

It was at that moment in which I began to feel that She was developing many of the basic characteristic that successful teachers have: love for learning, a collaborative spirit, love for teaching, discipline, high personal and professional standards, among others.

1 Códigos:

- Professional Identity

1:8 She continued placing the foundations of her professional development..... (1324:1416) - D 1: Retrospective recount - Interviewee 1

She continued placing the foundations of her professional development as a language teacher.

1 Códigos:

- Academic challenge

Proyecto (Interviewee 2 - Retrospective recounts)

Informe creado por lenovo en 15/12/2018

Informe de documentos

Documentos seleccionados (1)

2 Retrospective recount - Interviewee 2

Documento de texto, 18 citas

0 Grupos

18 Citas:

**2:1 When I think about Laurys Castro different words come to my mind: dete.....
(59:186) - D 2: Retrospective recount - Interviewee 2**

When I think about Laurys Castro different words come to my mind: determination, hard work, excellence, professional and growth.

2 Códigos:

- Personal Identity / ○ Professional Identity

2:2 She stood out from all the girls in the group (488:532) - D 2: Retrospective recount - Interviewee 2

She stood out from all the girls in the group

1 Códigos:

- Academic success

**2:3 She was appointed the monitor of the group because of her responsibili.....
(597:684) - D 2: Retrospective recount - Interviewee 2**

She was appointed the monitor of the group because of her responsibility and dedication.

1 Códigos:

- Personal Identity

**2:4 Her graduation as a bilingual secretary was a very special day for her..... (849:976)
- D 2: Retrospective recount - Interviewee 2**

Her graduation as a bilingual secretary was a very special day for her and for me. I had learnt to love her as my little girl.

1 Códigos:

- Academic success

**2:5 Because of that, I felt very proud when she told me she was going to s.....
(978:1081) - D 2: Retrospective recount - Interviewee 2**

Because of that, I felt very proud when she told me she was going to study to become a language teacher.

1 Códigos:

- Academic challenge

**2:6 That day I felt was sure she was not going to be a good teacher, she w.....
(1083:1212) - D 2: Retrospective recount - Interviewee 2**

That day I felt was sure she was not going to be a good teacher, she was going to be one of the best teachers, and I was not wrong

1 Códigos:

- Professional Identity

**2:7 She used to talk to me with a lot of respect and admiration (1415:1473) - D 2:
Retrospective recount - Interviewee 2**

She used to talk to me with a lot of respect and admiration

1 Códigos:

- Academic role model

**2:8 She did not see me as a teacher to admire, she saw me as a colleague.....
(1588:1762) - D 2: Retrospective recount - Interviewee 2**

She did not see me as a teacher to admire, she saw me as a colleague. I could notice she was more empowered and I remember I felt really happy and proud of her one more time.

1 Códigos:

- Professional Identity

**2:9 but I was really happy for her and once again I was sure she was going.....
(2341:2914) - D 2: Retrospective recount - Interviewee 2**

but I was really happy for her and once again I was sure she was going to do a great job. Surprisingly, sometime later I heard she was not doing very well and she was having problems with the program. I remember I said to that person: "How strange, I've known her for a long time and I know she is good". I knew she stopped working for the program for a few time. During that time, every time they needed a teacher for extension courses, I always said: "Remember that girl Laurys, she used to work with XXXX at schools, she's good", but that was not the right time for her.

1 Códigos:

- Professional challenge

**2:10 I knew my friend would agree with me about Laury's excellent work. She.....
(3038:3292) - D 2: Retrospective recount - Interviewee 2**

I knew my friend would agree with me about Laury's excellent work. She has always shown responsibility and dedication. So as a professional, she was a resourceful teacher, always looking for different ways to do things better and to be a better teacher.

1 Códigos:

- Professional Identity

**2:11 One day I met her again in my ICELT course. I thought how great it was.....
(3419:3573) - D 2: Retrospective recount - Interviewee 2**

One day I met her again in my ICELT course. I thought how great it was that she had not only become a good teacher, but she also wanted to continue growing.

1 Códigos:

- Academic challenge

**2:12 As always, she did all her homework and she had something not every IC.....
(3611:3792) - D 2: Retrospective recount - Interviewee 2**

As always, she did all her homework and she had something not every ICELT candidate have: She always wanted to read more, to go deeper, to really understand and do things perfectly.

1 Códigos:

- Academic challenge

**2:13 Trying not to practice from theory, but to theorize from practice was.....
(3853:4136) - D 2: Retrospective recount - Interviewee 2**

Trying not to practice from theory, but to theorize from practice was hard for her. Because of this, She had to repeat some of the assignments and I could see the frustration it caused her. She was good, and she knew it, so trying to go beyond that was a big step and it caused her.

1 Códigos:

- Academic challenge

**2:14 I think she was so used to be good and to hear people acknowledge it,.....
(4296:4564) - D 2: Retrospective recount - Interviewee 2**

I think she was so used to be good and to hear people acknowledge it, that when somebody told her she could do things better, she could not believe it. That was the

impression the ICELT evaluator got from her: She needs to really accept that she can do things better.

1 Códigos:

- Academic challenge

**2:15 think ICELT was a hard experience for Laurys, but she has always been.....
(4567:4875) - D 2: Retrospective recount - Interviewee 2**

think ICELT was a hard experience for Laurys, but she has always been determined to do something else, to never stop growing professionally. That's why she decided to take the specialization. I was not surprised to see her in the program. I knew she was going to be one of the best and, of course, she was.

1 Códigos:

- Academic challenge

**2:16 I remember again noticing her enthusiasm in the methodology class. Alt.....
(4877:5113) - D 2: Retrospective recount - Interviewee 2**

I remember again noticing her enthusiasm in the methodology class. Although she had studied some of the topics in the ICELT course, she always enjoyed the lessons and, as usual, her homework, presentations, and papers were really good.

1 Códigos:

- Academic success

2:17 she has become the program coordinator at one of the schools (5187:5246) - D 2: Retrospective recount - Interviewee 2

she has become the program coordinator at one of the schools

1 Códigos:

- Professional challenge

**2:18 Her organizational and leadership skills are helping her to become a b.....
(5249:5421) - D 2: Retrospective recount - Interviewee 2**

Her organizational and leadership skills are helping her to become a better professional all the time I can't stop feeling proud of the great professional she has become.

1 Códigos:

- Professional Identity

Proyecto (Interviewee 3 - Retrospective recounts)

Informe creado por lenovo en 15/12/2018

Informe de documentos

Documentos seleccionados (1)

3 Restrospective recount - Interviewee 3

Documento de texto, 16 citas

0 Grupos

16 Citas:

3:1 I remember having the impression of a very enthusiastic teacher. (261:324) - D 3: Restrospective recount - Interviewee 3

I remember having the impression of a very enthusiastic teacher.

1 Códigos:

- Professional Identity

3:2 Her personality was very energetic, outgoing. She was very easy to tal..... (326:400) - D 3: Restrospective recount - Interviewee 3

Her personality was very energetic, outgoing. She was very easy to talk to.

1 Códigos:

- Personal Identity

3:3 She had been hired by the person who was in my position during that ti..... (507:619) - D 3: Restrospective recount - Interviewee 3

She had been hired by the person who was in my position during that time, in one of the extracurricular programs.

1 Códigos:

- Professional challenge

3:4 she showed high levels of commitment, responsibility and, especially,..... (653:912) - D 3: Restrospective recount - Interviewee 3

she showed high levels of commitment, responsibility and, especially, her teaching skills were really outstanding. She was a very dedicated, creative, resourceful teacher. Also, her relationship with the students, as well as the teaching staff was really good.

1 Códigos:

- Professional Identity

3:5 She was very collaborative and didn't mind to run the extra mile to help her. (1226:1451) - D 3: Restrospective recount - Interviewee 3

She was very collaborative and didn't mind to run the extra mile to help her. At the time, one could think that this was because the coordinator was a very good friend of hers, but she then proved that she is always like this.

1 Códigos:

- Located identity

3:6 the program where she worked ended, so we hired her for a different sc..... (1462:1599) - D 3: Restrospective recount - Interviewee 3

the program where she worked ended, so we hired her for a different school that year. This time, she was part of a bigger team of teachers

1 Códigos:

- Professional challenge

3:7 She kept being the same dedicated and committed teacher (1650:1704) - D 3: Restrospective recount - Interviewee 3

She kept being the same dedicated and committed teacher

1 Códigos:

- Professional Identity

3:8 In teacher meetings and professional development sessions, she always..... (1706:1807) - D 3: Restrospective recount - Interviewee 3

In teacher meetings and professional development sessions, she always had an outstanding performance.

1 Códigos:

- Academic success

3:9 I felt she was the kind of teacher you could always go to, with any pr..... (1827:1991) - D 3: Restrospective recount - Interviewee 3

I felt she was the kind of teacher you could always go to, with any project or task, and she would always be willing to help. Also, she is a very enthusiastic person

1 Códigos:

- Professional Identity

3:10 wasn't smiling or laughing. She is a very friendly person. (2042:2100) - D 3: Restrospective recount - Interviewee 3

wasn't smiling or laughing. She is a very friendly person.

1 Códigos:

- Personal Identity

**3:11 That shows that she has many skills not only as a teacher but also as.....
(2262:2340) - D 3: Restrospective recount - Interviewee 3**

That shows that she has many skills not only as a teacher but also as a leader.

1 Códigos:

- Located identity

**3:12 I learned that she had been appointed as the coordinator in that schoo.....
(2128:2260) - D 3: Restrospective recount - Interviewee 3**

I learned that she had been appointed as the coordinator in that school, and she has been in that position for a couple of years now.

1 Códigos:

- Professional challenge

**3:13 She has contacted me a couple of times asking for help with academic i.....
(2423:2750) - D 3: Restrospective recount - Interviewee 3**

She has contacted me a couple of times asking for help with academic issues (reviewing a presentation proposal for CLIL, sending reading materials for her studies, etc.). This shows me that she's always looking for ways in which she can make her work better. She's not afraid of asking for help when she feels she might need it.

1 Códigos:

- Academic curiosity

**3:14 Sometimes, I felt she was not totally present in class. I have to say..... (2916:3103)
- D 3: Restrospective recount - Interviewee 3**

Sometimes, I felt she was not totally present in class. I have to say that she had to be late to some sessions because of her work schedule, maybe this affected her participation in class.

1 Códigos:

- Academic struggle

**3:15 Her academic performance during this module was always good. Her paper.....
(3220:3435) - D 3: Restrospective recount - Interviewee 3**

Her academic performance during this module was always good. Her papers as well as oral presentations were really outstanding and professional, as usual. She kept very good grades and her work reached high standards.

1 Códigos:

- Academic success

**3:16 I may think that her attitude in class was probably a matter of too mu.....
(3549:3728) - D 3: Restrospective recount - Interviewee 3**

I may think that her attitude in class was probably a matter of too much work, too little time. Maybe she was just too tired (this module was one of the last ones in the program).

1 Códigos:

- Academic struggle

Proyecto (Interviewee 4 - Retrospective recounts)

Informe creado por lenovo en 15/12/2018

Informe de documentos

Documentos seleccionados (1)

4 Restrospective recount - Interviewee 4

Documento de texto, 14 citas

0 Grupos

14 Citas:

**4:1 she was always a good student, she was good at English language classe.....
(99:170) - D 4: Restrospective recount - Interviewee 4**

she was always a good student, she was good at English language classes.

1 Códigos:

- Academic success

**4:2 we were students at Universidad del Atlántico (52:96) - D 4: Restrospective recount
- Interviewee 4**

we were students at Universidad del Atlántico

1 Códigos:

- Professional challenge

**4:3 she was very responsible with her tasks and activities. (226:280) - D 4:
Restrospective recount - Interviewee 4**

she was very responsible with her tasks and activities.

2 Códigos:

- Located identity / ○ Personal Identity

**4:4 we had the opportunity to work in the same place with EFS (English For.....
(306:384) - D 4: Restrospective recount - Interviewee 4**

we had the opportunity to work in the same place with EFS (English For School).

1 Códigos:

- Professional challenge

4:5 In Sincelejo, that was in 2011, we shared the workplace, she was a tea..... (386:473)
- D 4: Restrospective recount - Interviewee 4

In Sincelejo, that was in 2011, we shared the workplace, she was a teacher in preschool,

1 Códigos:

- Professional challenge

4:6 I discovered she was really creative and she loves teaching kids. (480:546) - D 4: Restrospective recount - Interviewee 4

I discovered she was really creative and she loves teaching kids.

1 Códigos:

- Located identity

4:7 we worked in a different school in Barranquilla and there she was teac..... (559:648) - D 4: Restrospective recount - Interviewee 4

we worked in a different school in Barranquilla and there she was teacher in high school,

1 Códigos:

- Professional challenge

4:8 she was a committed teacher there too (649:685) - D 4: Restrospective recount - Interviewee 4

she was a committed teacher there too

1 Códigos:

- Professional Identity

4:9 I admire the way she teaches and the rapport she builds with her pupil..... (688:759) - D 4: Restrospective recount - Interviewee 4

I admire the way she teaches and the rapport she builds with her pupils.

1 Códigos:

- Being a role model

4:10 she decided to study ICELT (In Certificate English Language Teaching)..... (955:1060) - D 4: Restrospective recount - Interviewee 4

she decided to study ICELT (In Certificate English Language Teaching) again, we share the academic field,

1 Códigos:

- Academic challenge

4:11 she was one of the best students in this class (1061:1106) - D 4: Restrospective recount - Interviewee 4

she was one of the best students in this class

1 Códigos:

- Academic success

4:12 she showed again her responsibility and commitment with her own educat..... (1109:1193) - D 4: Restrospective recount - Interviewee 4

she showed again her responsibility and commitment with her own educational process.

1 Códigos:

- Professional Identity

4:13 I like the way she applies her new knowledge, because everything she l..... (1421:1558) - D 4: Restrospective recount - Interviewee 4

I like the way she applies her new knowledge, because everything she learnt, she did in her classrooms, that is something really admirable

1 Códigos:

- Professional success

4:14 I shared with Laurys two semesters of post graduate Teaching English D..... (1204:1418) - D 4: Restrospective recount - Interviewee 4

I shared with Laurys two semesters of post graduate Teaching English Degree, we graduated in the same ceremony and we continue working in the same place, which is the best way to observe her teaching growing process

1 Códigos:

- Professional success